

**Executive Summary  
Student Achievement and Vision Education (SAVE)  
Proviso 55.5**

**State of South Carolina  
South Carolina Commission for Minority Affairs**

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## **Introduction**

This Executive Summary provides key findings and recommendations regarding the delivery of early childhood education for children ages 0 to 5. Proviso 55.5 - Student Achievement and Vision Education or the (SAVE) Proviso is the piece of legislation that authorized the State Commission for Minority Affairs (CMA) to examine the impact of investments by the state in early education and care for populations ages 0 to 5. This Final Report provides summary recommendations, as well as individual chapter recommendations related to Proviso 55.5.

Presently, the state of South Carolina provides state funding for programs and services for children ages 0 to 5. State funding levels for programs and services are and have been declining in some key areas over the past three years. Much of the overall decline in state appropriations is due to external issues and problems linked to the economy. However, state policy decisions, particularly in terms of tax policy changes, create a quandary in regards to which area of education should be given priority funding. How to fund not only early education for children ages 0 to 5, K through 12 education, and also higher education evokes considerable debates each year as the General Assembly appropriates limited resources. This report speaks to that issue, albeit indirectly in Chapters 1 and 2. Chapters 3 and 4 speak more explicitly to state agency expenditures on programs and services for children ages 0 to 5. The last chapter of the report provides a study from Dr. Clive Belfield on the *Economic Benefits of Pre-School in South Carolina*.

This Executive Summary is structured to provide a brief summary of each chapter contained in the full report. The summary for each chapter is then followed by one or more key recommendations. The recommendations are not exhaustive, but are carefully provided to policy makers and state leaders for further policy consideration regarding investments in early education for children ages 0 to 5. Finally, the recommendations are provided to help educators and concerned citizens move forward to advocate for closing the achievement gap.

Continued investments in early education of South Carolina's children cannot be underestimated. Investment in early education and care is critical in a small, predominantly rural state like South Carolina. In particular, the investment of tax dollars for early education, childcare, and early learning support for parents and their children ages 0 to 5 is a fundamental tenet in the state's ability to become and remain globally competitive. By making this early and sustained investment in early education, South Carolina can avoid future costs that are detrimental to the overall economic, social and fiscal well-being of the state. Without such investments, we are placing an undue current and future burden on the citizens who reside here. The fiscal, economic and social costs are evidenced today in many of the [negative] indicators currently prominent in South Carolina. These include, but are not limited to:

- **Higher costs for the incarceration of youth and adults;**
- **Lower worker productivity and increased training costs due to lower levels of educational attainment in the adult population;**

- **Higher health care costs, due to higher rates of infant mortality, premature births and deaths, and lack of access to healthcare for many working parents;**
- **Higher annual average rates of unemployment and underemployment;**
- **A lack of economic diversity in jobs, livable wages and income levels in urban and rural areas of the state; and**
- **Higher rates of persistent socioeconomic poverty and deprivation within rural South Carolina, selected urban areas within metropolitan counties, and among the state's minority populations: African-Americans, Native Americans, Hispanics-Latinos, etc.**

The impact of disinvestment or underinvestment in children ages 0 to 5 will lead to continued socioeconomic poverty and deprivation and a widening of the achievement gap. It is a major finding of the CMA that the inability to close the achievement gap among children prior to entering the first grade is due to the lack of proper corrective investments and interventions, and can and will lead to educational disparities and a lack of educational attainment in grades K through 12. These outcomes will cripple the state's ability to pull even with and surpass other states experiencing similar educational deprivation issues.

### **Overall Summary Recommendations**

- Create a legislative study committee to consider the feasibility of creating an entity to oversee all program services for children ages 0-5 and to serve as fiduciary and oversight agency for all state and federal funds serving children ages 0-5.
- Commission a review of state taxation policies to address fully funding early childhood education for the population ages 0 to five.
- Fund annually and maintain a state level initiative on early education to address closing the achievement gap in South Carolina.
- Implement a plan to align existing closing the achievement gap goals with National Education Standards on Education and Early Care.
- Pass legislation or a proviso to require transparent data sharing between state agencies to address systemic poverty and early education to help close the achievement gap.
- Without violating disclosure and privacy regulations such as HIPAA, state agencies that are currently administering programs and services for children ages 0 to 5 should work in partnership with each other to identify more efficient ways to share information. This will help to ensure that eligible families receive services, particularly underserved groups, i.e., African-American, Native American, and the Hispanic/Latino populations. This can be done with participating state agencies working in partnership with the CMA, and the SC State Budget and Control Board's Data Warehouse. Where possible, the research

universities and the Historically Black Colleges and Universities can also serve as partners to aid in on-going research at the community and regional levels.

- Direct the South Carolina Enterprise Information System (SCEIS) team to assist agencies to update their financial systems so that the amount of funding spent on direct service programs to children ages 0-5 can be better determined.
- Provide funding to agencies to update their financial systems to determine how much funding is spent on direct service provision for children ages 0-5.
- Partnering agencies that provide direct services should conduct fiscal mapping to more accurately quantify the level of funding for direct services for children ages 0 to 5 and the number of children served. Findings should be reported to the legislature annually.
- Where possible, without violating HIPPA regulations, administrative data related to early education services provided to eligible populations by state agencies should be shared to determine if all eligible populations who need services actually receive services. Findings should be reported by staff and agency heads as part of the annual state budgeting process.
- Tables 3 and 4 in Chapter 1 provided respectively estimates and projections by county of 4-year old children and 4-year old children in poverty. It is recommended that similar projections be provided for all ages 0 to 5 to get a clearer picture of the actual number of children who will require early investments in education.
- Chapter 1 also provided information on annual average unemployment rates. It is recommended that the legislature fully fund an effort to examine the fiscal and economic impacts of unemployment and underemployment and their links to family poverty and lower family incomes. This will provide state agency heads and program staff officials with a clearer picture of the impact that persistent poverty has on individuals, families and children, and the achievement gap.
- Fund State level efforts to examine the impact of plant closings, high unemployment and other key variables and how these variables perpetuate poverty among families and communities.
- Commission an examination into employment, workforce development and economic development to comprehensively address the impact of chronic unemployment and underemployment, particularly in urban and rural communities experiencing economic distress.
- Develop and implement a balanced state economic development strategy for urban and rural communities in South Carolina.

- Seek state and private funding to conduct ongoing research on the achievement gap.
  - School Districts
  - Regionally for High Poverty Distress Areas
  - Sub-regional County and other specially designated areas
- Form State approved regional alliances to address early education and achievement gap issues and their implications to the state.
- Seek legislative and private funding to conduct research on factors influencing educational achievement in South Carolina.

### **Overall Summary Recommendations**

- Agency personnel responsible for program budgets were as cooperative as possible in providing estimates on persons served, ages 0 to 5. However, without specific legislative mandates, or more cooperative work among agencies administrative and financial data systems, accurate and proper estimates on children served ages 0-5, will be impossible to determine. This is a major finding and poses a significant problem in determining if the proper investments are being made.
- Most agencies receiving funding through Medicaid to provide direct services, presently do not specifically track the amount of funding or number of children served by race and ethnicity for the ages 0 to 5. This is a major finding.
- Specific data on programs and services strictly for children ages 0 to 5 is not accurately captured in most state agency budgets and financial systems. This is a major finding. Instead, aggregate financial data for persons ages 0 to 19 or 0 to 21 is captured.
- Appendix I shows an overall decrease in the total population served by race and ethnicity. Estimated total persons served declined by approximately forty percent. Most of this decline, however, may be due to many agencies not making program information on children served available. A second explanation is the impact of decreased funding given the state of the economy overall. A similar trend can be seen when examining Table G. Namely, it appears based on estimates that regardless of race and ethnicity, a smaller number of children ages 0 to 5 are being served through existing state programs. This will require further investigation.
- Regardless of the direct service provided by the state agency, federal funding comprises at least sixty-five percent (65.0%) to seventy percent (70.0%) of total funding.
- Slightly more than one out of every two families (52.81%) had taxable incomes of \$10,000 or less.
- Three of every five families (60.20%) had taxable incomes under \$15,000.

- Approximately seven of every ten families in the state (71.30%) had taxable incomes under \$25,000.
- A majority of families in South Carolina possesses incomes qualifying them for state administered programs where participants' incomes range from 100% to 200% of the poverty level.

## **Chapter 1: A Review and Analysis of Demographic Change By Counties with High Minority Populations**

### **Summary**

Chapter 1 of the Student Achievement and Vision Education (SAVE) Final Report provides a detailed analysis of demographic change for the population overall, with special emphasis on county-by-county changes in population. From the perspective of the SC Commission for Minority Affairs, special emphasis focused on population change by race and ethnicity for the African-American, Native American, and the Hispanic-Latino populations. Population change by race and ethnicity across South Carolina was studied within the larger context of economic and social changes. Population change can have a profound negative impact on socioeconomic poverty and deprivation.

Chapter 1 utilized the U. S. Census Bureau's components of population change methodology as an analysis tool to help explain the growing diversity in the state's population on the one hand, but the lack of real population growth throughout the state on the other. Population change within counties since 2000 has been the result of two key factors:

- (1) A decline in overall economic well being throughout the decade of 2000, in particular during years 2001 through 2003 and 2006 through 2009; and
- (2) A deterioration of median household income levels, as evidenced in persistently high annual average rates of unemployment statewide, as well as the entrenchment of poverty in counties already classified as near poor or persistently poor.

Chapter 1 notes in particular that demographic shifts for the population age 0 to 5 were most common in:

- **Rural counties;**
- **Counties with higher African-American and other minority populations;**
- **Counties with high annual average unemployment rates; and**
- **Counties experiencing major job losses, particularly in manufacturing, services and other key employment sectors.**

Chapter 1 concludes by summarizing by county, which counties are predicted to experience an increase in the number of four-year-old children by five percent (5%) or more, and conversely those counties which are predicted to experience a decrease in the number of four-year-old children by 5% or more. These same percentages are provided for four-year-old children whose families are in poverty. The population projections are provided by the Education Oversight Committee, in conjunction with researchers from the Budget and Control Board's Office of Research and Statistics. Projections were provided for four school years: Year 2008-2009; Year 2009 -2010; Year 2010-2011; and Year 2011-2012.

The development of population projections by county for this age cohort for the two four-year-old age groups is important. But equally important are similar population projections by age, race and ethnicity for the age group 0 up to age 5. In regards to future decisions by state legislators to fund early education activities designed to close the achievement gap, Chapter 1 ends with these two questions:

- (1) How much additional funding will need to be invested in an increasing number of counties and school districts which have experienced severe economic losses due to the departure of jobs and incomes because of plant closings and job layoffs?**
- (2) How do counties and school districts with declining population bases and population out-migration generate the tax revenues needed to fund early education, particularly when those who can afford to leave to provide better opportunities for their children actually do so?**

### **Chapter 1 Recommendations**

- Pass a bill or a proviso to require transparent data sharing among state agencies to address systemic poverty and early education to help close the achievement gap. Participating agencies should include, but should not be limited to:
  1. SC Commission for Minority Affairs
  2. SC Department of Social Services
  3. SC Department of Commerce
  4. SC Department of Education
  5. Education Oversight Committee
  6. SC Department of Health and Human Services
  7. SC Employment Security Commission
  8. University of South Carolina
  9. Clemson University
  10. SC State University
  11. SC Department of Health and Environmental Control
  12. SC Head Start Collaboration Office
  13. SC Department of Mental Health



#### 14. SC Office of First Steps

- Fund State level efforts to examine the impact of plant closings, high unemployment and other key variables and determine how these variables perpetuate poverty among families and communities.
- Commission a review of state taxation policies to address fully funding early childhood education for the population ages 0 to 5.
- Commission an examination into employment, workforce development and economic development to comprehensively address the impact of chronic unemployment and underemployment, particularly in urban and rural communities experiencing economic distress.
- Develop and implement a balanced economic development strategy for urban and rural South Carolina.

## **Chapter 2: Literature Review on Poverty and Public Policy Ages 0 to 5 Educational Achievement**

### **Summary**

Chapter 2 provides a brief content review of the research literature involving early education, and its relationship to closing the educational achievement gap for the children in the state of South Carolina. The research literature on early education and the achievement gap is discussed and grouped into five broad, yet non-exhaustive areas:

#### **(1) [The] Cognitive Development of Children Ages 0 to 5**

This research focuses in three primary areas:

- [The] Proper brain development of children, especially between the ages of 0 to 3;
- The importance of child nutrition, preventive health measures, and healthy child development; and
- The ability of children to enter Pre-Kindergarten, Kindergarten, or the First Grade ready to learn.

Each of these areas provides evidence that brain development by age 3 is critical to the development and achievement level of children. Thus, persistent poverty impedes the ability of families with children to provide healthy food choices for their children, and thus directly contributes to the inability of parents to aid in the brain development of their children. Persistent poverty, however, is a function of the lack of high wage jobs across South Carolina that pay livable wages.

#### **(2) The Role of Parental Involvement in Student Achievement**

- Parental involvement plays an important role in the early achievement levels and outcomes of children ages 0 to 5.
- Both the roles of the mother and increasingly, the ability of the father to actively participate and communicate the achievement needs of the child to each teacher are essential to the overall early learning and the achievement levels of children ages 0 to 5.
- School officials must provide a consistent and sincere effort to work with parents to ensure that early learning takes place to facilitate closing achievement gaps.

### **(3) Ages 0 to 5 School Readiness: National and South Carolina Perspectives**

This section of the literature emphasizes national and state run childcare programs and school readiness, and the services provided to children from impoverished backgrounds. Key questions include:

- What are states doing to promote healthy child development and school readiness?
- How well are state run preschool programs funded (within) school districts or Local Education Areas (LEA's)?
- What are the economic and fiscal impacts of Early Childhood Education (ECE) programs?
- What are the benefits of the following programs to children regarding closing the achievement gap:
  1. Nationally recognized parent-child education programs?
  2. Federal and locally funded Head Start programs within states?
  3. Privately run programs within states?
- Does the provision of early childhood education programs benefit only poor children regardless of race and ethnicity, or do all children benefit regardless of race and economic status?

### **(4) The Root Causes of Poverty and Potential Achievement Gap Impacts**

#### *Root Causes of Poverty Linked to Current Policy Implementation*

The root causes of poverty in the state are a historical problem with many facets. First, the root causes of poverty do not rest solely or specifically with the individual actions of certain populations or groups. The root causes of poverty can be traced to certain policies rooted in state laws that have not been properly addressed in a comprehensive manner. These include, but are not limited to:

- A lack of comprehensive tax policies, which can assist businesses to create jobs and pay livable wages to its workers;
- A review, assessment and realignment of the education funding formula to insure proper funding of education at all levels and locations across the state;
- The coordination of identified programs of early education, childcare, parental involvement and community services by local education agencies, state agencies, businesses, and concerned citizens within communities across South Carolina;

- Continued low investment in human capital, and a consistent lack of political commitment to invest in early education, secondary education, adult education and workforce development.

#### *Root Causes of Poverty Impacting Individuals and Families*

In addition to poverty impacts emanating from the lack of certain comprehensive policy implementation, persistent poverty can also be linked to problems impacting individuals and families. These include but are not limited to the following:

- Individuals and families living in situational or multi-generational poverty coupled with problems related to abuse, substance and drug use, and domestic violence;
- Individuals who have dropped out of high school;
- Individuals with criminal records, particularly with felony or related criminal offenses that cannot be expunged;
- Individuals and families who have experienced long-term job loss, chronic unemployment and underemployment;
- Individuals who cannot accept employment due to the high cost of childcare, or who do not have [transportation] access to childcare;
- Individuals or families who do not have health insurance or access to quality healthcare;
- Working individuals who desire new training, but who work for employers who are unwilling to invest in additional job training.

#### **(5) Overview of State Efforts to Address the Achievement Gap through Empirical Research**

The final section of the literature review in Chapter 2 identifies research efforts by state researchers and entities responsible for examining closing the academic achievement gap and improving early learning outcomes. Much of this work involves two key focus areas:

- 1. An examination of key risk factors prevalent in South Carolina which prevent the state's children from being ready to enter the first grade, or being successful in the first few years of elementary school; and**
- 2. An examination of general factors that influence educational achievement of children [in elementary and secondary education].**

In addressing the risk factors associated with children being retained in school, Dr. A. Baron Holmes, III of the State Budget and Control Board – Director of Kids Count (2000-2008) has

utilized administrative data from state agencies to identify a [sub-] set of readiness risk factors associated with young children not ready to enter school. Dr. Holmes' research provides estimates of both the total and percentage statistics of students who have been retained, or who score below basic in reading/language arts and mathematics. He traces these outcomes up through the third grade, and provides some implications and inferences for future education attainment up through middle school. Dr. Holmes' research has been provided to several state agencies responsible for early education. A major finding of the CMA is that Dr. Holmes' research should be continued and funding provided to conduct more empirical research at the school district or (Local Education Agency) level.

### *The RTI International I-95 Corridor Study*

In December 2009, a study of the I-95 Corridor, arguably South Carolina's most economically depressed region, was published by RTI International. The study in particular focused not only on broad based issues with education, but also looked at other areas that impact community policy and development outcomes. These include infrastructure, health disparities, poor fragmented leadership, and social service disparities. A summary of recommendations from the study highlighted the need for area leaders to work with state officials in a coordinated fashion to make sustained investments in public education and to work collaboratively to facilitate economic development in the region. This would help to address other problems associated with poverty and deprivation mentioned as outcomes in the RTI International study.

### *Other State Level Empirical Studies on Addressing the Achievement Gap*

Rainey and Murova (2004) examined the impact that parents' educational attainment levels, as well as a series of school policy, school resources and demographic variables have on academic achievement test scores. The authors examined elementary, middle, and high school test scores in four states: Arkansas, Louisiana, Oklahoma and Texas. Rainey and Murova's research suggested and tested several regression models. They found that parents' educational level has a great influence on the academic achievement levels of children. Other findings include:

- School size (in limited cases), the availability of more allocated resources, and the efficient utilization of school resources also have a positive influence on academic achievement;
- School consolidation in economically distressed districts, where the community has a higher percentage of parents with limited education [or lack additional education] and training will not [necessarily] lead to significant improvement in students' test scores;
- Both authors emphasized the importance of correctly specifying and testing [regression] models of academic achievement, and the inclusion of expenditure and school policy variables in order to increase the model(s)' explanatory power. This will enable the proper use of intervention measures by state education officials and legislators to help improve academic outcomes on behalf of the state's children, as well as improving outcomes to help close the achievement gap.

## **Chapter 2 Recommendations Based on the Review of Poverty and Policy Literature**

- Fund annually and maintain a state level initiative on early education to address the achievement gap in South Carolina;
- Seek state and private funding to conduct ongoing research regarding the achievement gap;
  - School District
  - Regionally for High Poverty Distress Areas
  - Sub-regional County and other specially designated areas
- Form State approved regional alliances to address early education and achievement gap issues and their implications to the state;
- Implement a plan to align existing closing the achievement gap goals with National Education Standards on Education and Early Care;
- Seek legislative and private funding to conduct research on the factors influencing educational achievement in South Carolina.

### **Chapter 3: An Identification of State Agency Programs and Services For Families with Children Ages 0 to 5 in South Carolina**

#### **Summary**

Chapter 3 of the SAVE Report provides the first of two types of review regarding state agencies and their roles in providing programs and services for children ages 0 to 5 to address closing the achievement gap.

In examining the programs and services provided through state agencies, Chapter 3 focuses on two areas:

- (1) First, Chapter 3 focuses on identifying the potential number of families with children ages 0 to 5 by race and ethnicity that may not have access to or are receiving services administered through existing state agencies' programs. This would include programs and services designed to provide enhancements to early learning and education, and help to close the educational achievement gap.
- (2) Secondly, Chapter 3 provides a listing of the major state administered programs and services through which eligible children ages 0 to 5 should be served. For these programs, a brief summary is provided within the context of family income, as to those families with children ages 0 to 5 who are eligible to be served through state run programs. The chapter concludes with recommendations.

Chapter 3 develops an approach to estimate the potential number of families with children ages 0 to 5 who would be eligible to participate in various programs and receive various services, including those services aimed at closing the achievement gap. The actual number of individual children and the families in which they live, who could potentially qualify for most state administered programs, is dependent upon a number of factors. These programs are typically based on income levels and poverty status as defined by some percentage of the poverty level. However, one major finding is that public data on family income between the Census periods by race and ethnicity at the county level is not available from sources such as the Census. Data on median household income is available at the county level, as well as estimates on the total number of families in poverty. However, detailed data by race and ethnicity is not available.

When these aforementioned trends are coupled with the slow population growth rates, and the economic problems occurring in the state over the past five to seven years, the true extent of problems associated with poverty, and its impact on educational attainment and closing the achievement gap cannot be adequately determined. Most importantly, key policy decisions regarding investments in early education cannot be properly made. This creates a major problem for the state and families with children ages 0 to 5. The CMA has sought throughout the research and analysis phase of developing the SAVE Report to address these concerns. Specifically, the research staff has worked to establish collaborative partnerships with the various state agencies in order to examine administrative records data.

Currently, even with the SAVE Proviso legislation, there is no absolute mandate that requires state agencies to provide the CMA with data on programs and services for children ages 0 to 5 – particularly by race and ethnicity for the three populations served by the Commission. Because of the work associated with this project, the CMA was able to determine that most state agencies do not capture or provide statistics on the Native American population. Problems also exist in identifying and counting the Hispanic population. This contributes to the State of South Carolina possibly losing billions of federal dollars in potential grants and related funding for programs and services since 2004, due to the 2000 Census undercount. The closest and most favorable way in which administrative records data by race and ethnicity can be obtained (while not violating HIPPA and other regulations) is through the State Budget and Control Board’s Data Warehouse. Recommendations in this and other chapters in the Final Report make mention of the importance of this access to data.

Because of these concerns, the research staff of the CMA developed an alternative way of estimating the total number of families who could qualify to receive services from state agencies. These estimates were based on a combination of median household income, family size by race and ethnicity by county (from the 2000 Census), an estimate of poverty rates by race and ethnicity, and the percentage of state tax return filings by income class (a proxy measure for family income). Key findings from this data include:

- The average family size for the White population is slightly below the state average person per family;
- The Hispanic population, while not as prominent in all forty-six South Carolina counties, currently has the highest average family size of all racial and ethnic groups in the state;
- African Americans have the second highest average family size which also is above the state average;
- Family size for Native Americans varies, with slightly higher persons per family in four of every five counties in the state.

Findings on the estimated percentage of families in poverty by county, race and ethnicity include:

- Between one-in-six and one-in-three African American families live in poverty;
- Poverty among Native Americans is deeply entrenched in selected counties in South Carolina. Counties with the highest poverty rates include Dillon, Marlboro, Aiken, Jasper, Dorchester, Lexington, Darlington, Marion, and Colleton counties;
- Poverty is common among the Hispanic-Latino population, particularly among those who are not employed in higher wage sectors of agriculture, construction, manufacturing, or tourism. Poverty rates range from one out of every six to one of every four. Poverty rates for the Hispanic population above thirty percent were found in four counties (Abbeville, Charleston, Hampton and McCormick Counties). Poverty rates above forty



percent were evident in two counties based on the 2008 poverty rate estimates (Lee and Bamberg Counties). These higher rates however are based on a small population base for the Hispanic population.

Also, findings on state income tax filings by income class reveal that:

- ***Over half of state taxable income tax returns, regardless of tax filing status, were filed for taxable incomes of \$10,000 or less;***
- ***A total of 592,078 returns or 30.11 percent of tax filers had state taxable income of zero (\$0) dollars;***
- **71.30% of taxable income returns filed in the state were for taxable incomes \$25,000 and below;**
- **15.04% or one out of every six income tax filers had taxable incomes between \$10,000 and \$15,000;**
- **6.04% of those filing a tax return had taxable incomes between \$15,001 and \$20,000;**
- **4.87% of those filing a tax return had taxable income of \$100,000 or more.**

The data is presented on the following page with caution, since data on tax filing status, the average number of dependents, and total deductions by county was not available. However, when this data is compared with the state's average family size (3.02 persons) and the 2008 state average median household income of \$44,695, families in 35 of the 46 counties have average income below the state median.

Chapter 3 concludes with a discussion on a non-exhaustive listing of state administered programs serving children ages 0 to 5 and their families based on family size, family income, and estimated percentage of the poverty level. Based on the 2009 Federal Poverty Guidelines, the following observations are warranted:

- Eligible families qualifying at 100% of the federal poverty rate with children ages 0 to 5 can be served by state administered programs for a family size of up to 5 persons, given current adjusted income levels or state taxable income;
- When either current median household income levels or (adjusted) state taxable income levels are considered, families of four (4) persons residing in twenty-seven of the forty-six South Carolina counties can qualify for state run programs up to 185% of the current federal poverty level;
- Families of three persons with children ages 0 to 5 who qualify up to 200% of the federal poverty level income (SC Average family size – 3.02 persons in the family) are eligible to participate in and receive services from state administered programs.

**SC Income Tax Returns by State Taxable Income Class: 2006**  
**(Source: SC Department of Revenue Annual Report: 2006-2007, October 2009)**

<b>State Taxable Income Class After Deductions</b>	<b>Number of Returns</b>	<b>Percent of All Returns</b>	<b>Cumulative Percent of All Returns</b>
\$0	592,078	30.11	30.11
\$1-\$1,000	72,040	3.66	33.78
\$1,001-\$2,000	56,661	2.88	36.66
\$2,001-\$3,000	49,669	2.53	39.18
\$3,001-\$4,000	44,970	2.29	41.47
\$4,001-\$5,000	42,293	2.15	43.62
\$5,001-\$6,000	39,582	2.01	45.63
\$6,001-\$7,000	37,388	1.90	47.54
\$7,001-\$8,000	35,651	1.81	49.35
\$8,001-\$9,000	34,658	1.76	51.11
\$9,001-\$10,000	33,342	1.70	52.81
\$10,001-\$11,000	31,651	1.61	54.42
\$11,001-\$12,000	30,314	1.54	55.96
\$12,001-\$13,000	29,398	1.50	57.45
\$13,001-\$14,000	27,733	1.41	58.86
\$14,001-\$15,000	26,348	1.34	60.20
\$15,001-\$20,000	118,747	6.04	66.24
\$20,001-\$25,000	99,452	5.06	71.30
\$25,001-\$35,000	149,580	7.61	78.91
\$35,001-\$50,000	146,143	7.43	86.34
\$50,001-\$75,000	134,007	6.82	93.16
\$75,001-\$100,000	58,415	2.97	96.13
\$100,001-\$150,000	40,689	2.07	98.20
\$150,001-\$200,000	13,632	0.69	98.89
\$200,001-\$350,000	12,788	0.65	99.54
\$350,001-\$500,000	3,998	0.20	99.74
\$500,001-\$750,000	2,446	0.12	99.87
Over - \$750,000	2,575	0.13	100.00
<b>Total Returns</b>	<b>1,966,248</b>	<b>100.00</b>	<b>100.00</b>

## Listing of State Administered Programs Currently Serving Children Ages 0 to 5 and Their Families (Based on Poverty Guidelines)

Percent of the Poverty Level	50		100		130		150		185		200		250	
Family Size	Income		Income		Income		Income		Income		Income		Income	
	Monthly	Yearly	Monthly	Yearly	Monthly	Yearly	Monthly	Yearly	Monthly	Yearly	Monthly	Yearly	Monthly	Yearly
1	\$ 451	\$ 5,415	\$ 903	\$ 10,830	\$ 1,173	\$ 14,079	\$ 1,354	\$ 16,245	\$ 1,670	\$ 20,036	\$ 1,805	\$ 21,660	\$ 2,256	\$ 27,075
2	\$ 607	\$ 7,285	\$ 1,214	\$ 14,570	\$ 1,578	\$ 18,941	\$ 1,821	\$ 21,855	\$ 2,246	\$ 26,955	\$ 2,428	\$ 29,140	\$ 3,035	\$ 36,425
3	\$ 763	\$ 9,155	\$ 1,359	\$ 18,310	\$ 1,984	\$ 23,803	\$ 2,289	\$ 27,465	\$ 2,823	\$ 33,874	\$ 3,052	\$ 36,620	\$ 3,815	\$ 45,775
4	\$ 919	\$ 11,025	\$ 1,838	\$ 22,050	\$ 2,389	\$ 28,665	\$ 2,756	\$ 33,075	\$ 3,399	\$ 40,793	\$ 3,675	\$ 44,100	\$ 4,594	\$ 55,125
5	\$ 1,075	\$ 12,895	\$ 2,149	\$ 25,790	\$ 2,794	\$ 33,527	\$ 3,224	\$ 38,685	\$ 3,976	\$ 47,712	\$ 4,298	\$ 51,580	\$ 5,373	\$ 64,475
6	\$ 1,230	\$ 14,765	\$ 2,461	\$ 29,530	\$ 3,199	\$ 38,389	\$ 3,691	\$ 44,295	\$ 4,553	\$ 54,631	\$ 4,922	\$ 59,060	\$ 6,152	\$ 73,825
7	\$ 1,386	\$ 16,635	\$ 2,773	\$ 33,270	\$ 3,604	\$ 43,251	\$ 4,159	\$ 49,905	\$ 5,129	\$ 61,550	\$ 5,545	\$ 66,540	\$ 6,931	\$ 83,175
8	\$ 1,542	\$ 18,505	\$ 3,084	\$ 37,010	\$ 4,009	\$ 48,113	\$ 4,626	\$ 55,515	\$ 5,706	\$ 68,469	\$ 6,168	\$ 74,020	\$ 7,710	\$ 92,525
Service Eligibility Threshold	TANF		Head Start (HS can Serve CSHCN at any Income level)		Free School Lunch SNAP (Food Stamps)		ABC Child Care Vouchers (exit at 175%) Healthy Connections Choices Medicaid (Age 1-19)		Medicaid OCWI Optional Coverage for Pregnant Women & Infants Age 0-1yr WIC (Age 0-5) Reduce School Lunch Family Planning Waiver Medicaid		Healthy Connections Kids (SCHIP) Adult Sickle Cell (ASC) Age 18 & up		Children's Rehabilitative Services (CRS) Age 0-18 Hemophilia Assistance Program (HAP)	

## **Recommendations**

- It is recommended that the program information in Table 9 be used to provide estimates and projections by county for all children ages 0 to 5 in South Carolina. This step will help provide program officials and state policy makers with a clearer picture of the actual number of children who will require investments in early education.
- It is recommended that the legislature fully fund an effort to examine the fiscal and economic impact of unemployment and underemployment and their links to family poverty rates and lower family incomes. This will provide state agency heads and program staff officials with a clearer picture of the impact that persistent poverty has on individuals, families and children.
- Without violating disclosure and privacy regulations such as HIPAA, state agencies that are currently administering programs and services for children ages 0 to 5 should work in partnership with each other to identify more efficient ways to share information. This will help to ensure that eligible families, particularly underserved groups (African-Americans, Native Americans, and Hispanics) participate in programs and receive services. This can be done with participating state agencies working in partnership with the South Carolina Commission for Minority Affairs, and the SC State Budget and Control Board's Data Warehouse. Where possible, the research universities and the Historically Black Colleges and Universities can also serve as partners to aid in on-going research at the community and regional levels.

## **Chapter 4: Survey Analysis of State Agency Administered Programs and Services for Children Ages 0 to 5**

### **Summary**

Chapter 4 focuses specifically on survey research undertaken by the South Carolina Commission for Minority Affairs related to identifying current programs and funding of state agencies which can help to close the achievement gap. From July 2008 through December 2009, the research staff of the Commission utilized **Proviso 55.5: Student Achievement and Vision Education or SAVE Proviso** to collect survey information from state agencies currently administering programs and services for children ages 0 to 5 and their families. Three key areas were emphasized:

- (1) Summary of State Agencies Completing the Needs Assessment Survey**
- (2) Findings from the State Agency Activity Inventory on Expenditures**
- (3) Summary Implications for Investment in Ages 0 to 5 Early Education**

Statements 6 through 8 of the Needs Survey sought to obtain information from each state agency regarding the following information:

- (1) The agency's operation regarding whether or not, and how they provide direct services to children ages 0 to 5; (Statement 6) (Appendix B)**
- (2) Whether or not the state agency provides direct services to the families of the children. If so, what is the basis of eligibility for the family, including the criteria for children to receive direct services from the agency?; (Statement 7) (Appendix C)**
- (3) An identification of the primary means by which direct programs and services are provided to children and families in South Carolina. (Statement 8) (Appendix D)**

Appendix tables in the Final Report give detailed information concerning how state agencies responded to the Needs Survey. Overall, 88.9% or forty (40) of the forty-five (45) state agencies completed this section of the Needs Survey. In examining the response information, a few key points are worth noting explicitly:

First, the (general agency classification) of technical colleges does not as a group, provide direct services to children ages 0 to 5. However, the technical colleges do, in some cases, utilize (mostly) federal and some state discretionary funds to assist students who are parents with children ages 0 to 5.

Second, the four year colleges with education majors, or other disciplines related to education or community outreach also provide services to children ages 0 to 5. Specifically, the College of Charleston, Clemson University, and Francis Marion University each had one or more program initiatives focused on children ages 0 to 5.

Third, in addition to serving children ages 0 to 5, both the technical and four-year colleges and universities worked individually, and in partnership with one or more state agencies or private sector organizations to provide direct services. Specifically, 8.9% of these schools provided direct services to children.

Fourth, direct service state agencies comprise the next largest group of entities providing one or more direct services to children ages 0 to 5. These agencies are responsible for providing services to income eligible and other means tested poverty populations. Early education and childcare services are provided through the Head Start Centers, the Office of First Steps private child care centers, the SC Department of Education 3 – 4K programs and the Child Development Education Pilot Program (CDEPP).

Fifth, general social service, community and family support agencies provide direct services that assist families with children ages 0 to 5. These agencies work in partnership with the SC Department of Health and Human Services to provide services for the state's population based on various income and other eligibility criteria.

### **Basis of Eligibility to Receive Direct Services**

Of the four direct service agencies, children ages 0 to 5 qualify to receive services directed for early education through existing federal poverty guidelines. Collectively, the thirteen agencies providing the majority of services for children ages 0 to 5 comprise 28.9% of all (45) state agencies surveyed. Each of these agencies reported that federal poverty guidelines and the age of the child provided the basis of the children receiving direct services. In 13.3% of all agencies surveyed, the age of the person determined the eligibility for receiving services. Of particular importance, the Department of Health and Human Services provides block grant funding and partners with the six social support and structural support state agencies: SCDSS, SCDMH, SCDDSN, SCDAODAS, SCDHEC and the SCDOE.

The Department of Health and Human Services also makes Medicaid payments to other partner agencies and to two research universities, the Medical University of South Carolina and the University of South Carolina, as part of their responsibility for providing services to children ages 0 to 5. In each of these instances, individuals qualifying to receive services range in age from 0 to either age 19 or 21, depending on the program.

Other ages or some other specified criteria determined who [c]ould be eligible to receive direct services. This occurred among 22.2%, or ten (10) responding agencies. Specific criteria included ages other than the 0 to 5 age group, parents' employment status, disability status, or other agency or program specific criteria.

### **Primary Means of Service Delivery of Programs and Services**

The Final Report provides information regarding the primary means of delivery of programs and services for children ages 0 to 5 (Statement 8 of the Needs Survey). This is shown in the mini-chart on the next page. A total of twenty (20) of forty-five (45) respondents or 44.4% of all state agencies surveyed indicated that direct programs and services were provided to children ages 0

to 5. Totals are provided below by type of agency and means of program and service delivery for children ages 0 to 5.

According to the mini-chart, of the twenty responding agencies:

- Three of the four Direct Service state entities stated that services for children ages 0 to 5 are provided by county staff located within county, region, district or area offices, or some combination thereof;
- One Educational Support Agency stated that direct programs and services for children ages 0 to 5 are delivered by area, district or regional staff in area offices;
- Agencies and entities classified as Social, Family and Community Support stated that direct programs and services for children ages 0 to 5 are delivered primarily by a combination of county and area (region or district) staff and less so by county staff only. This may indicate a preliminary impact of state budget cuts.

<b>Classification of Agency Serving Children Ages 0 to 5 (Number of Agencies) <sup>11</sup></b>	<b>Total Agencies by Primary Means of Program or Service Delivery</b>						
	<b>County Staff Only</b>	<b>Area of Regional or District Staff</b>	<b>County and Region or District Staff</b>	<b>County Staff and State Agency Partner</b>	<b>Area, Regional District Staff and Partner</b>	<b>County Staff Non-Profit Partner</b>	<b>Area, Regional, District Staff and Private Partner</b>
<b>Direct Service (4)</b>	3	3	3	0	0	0	0
<b>Educational Support (3)</b>	0	1	0	0	0	0	0
<b>Social, Family and Community Support (6)</b>	2	3	6	1	3	3	3

### **Primary Group Receiving Agency Direct Services**

The Need Survey (Statement 9) also provides detailed information by state agency on the primary group receiving direct services, with a focus on children ages 0 to 5. The Needs Assessment Survey requested that state agencies indicate if the services they provide were primarily for Children, Parents or Guardians, or Both. Response data provided by state agencies showed that research universities and technical colleges provided education and training services for adult students seeking two year or four year degrees. The other state entities focused solely on early learning to address the achievement gap. These entities included the SC Department of Education, Head Start, and the Office of First Steps. Each of these entities focused on early education and learning specifically for children ages three to five.

The responses indicated agency direct services received by parents and guardians are limited in scope based on the mission of the agency by state statute. Exceptions pertaining to addressing early learning and the achievement gap included programs at the College of Charleston (focusing on tutoring and early learning for three to four year olds), Lander University, Trident and York Technical Colleges. Both technical colleges which responded provided assistance to parents with children. This included child care, transportation and tuition assistance.

### **Findings from the State Agency Activity Inventory on Expenditures**

In addition to identifying which state agencies provided programs for children ages 0 to 5 and their families, the research staff of the CMA sought to obtain information on agency expenditures for direct programs and services for children ages 0 to 5. The premise of requesting this information was multi-fold:

- (1) Identifying program expenditures for services by type and activity provides insight into agency priorities;**
- (2) Identifying the amount of fiscal year program expenditures along with the number of persons actually served provides valuable information on where additional funding may be needed and/or where reallocation of funding appears appropriate;**
- (3) Comparing funding expenditures by activity and fiscal year can assist the CMA in providing recommendations to state officials on future investments in early education programs and support services for children and families;**
- (4) Information dissemination to key officials by the CMA on program expenditures can aid in the partnership with other direct service agencies concerned with early education and the closing of the educational achievement gap.**



As part of the SAVE Proviso, the research staff of the CMA requested agency activity expenditure information as follows:

- (1) By agency activity;**
- (2) By age group of the activity program or service;**
- (3) Total funding for all services (federal, state, and other);**
- (4) Duration of funding (one time, single year, or multi year);**
- (5) Total persons served through agency funding expenditures by race and ethnicity, i.e., White, African American, Native American, Hispanic, Asian, and Other Race).**

*Summary of Fiscal Year 2008-2009 Agency Activity Inventory Expenditures*

Agency Activity Inventory Expenditures for Fiscal Year 2008-2009 shows that 21 of 45 state agencies (46.7%) expended funds on activities, programs or services for children ages 0 to 5. **Total estimated funding for the 2008-2009 Fiscal Year was \$2.24 trillion dollars.** This does not include Medicaid dollars. Slightly over half of this estimated funding was for comprehensive direct services within the Department of Social Services. These included major program services including TANF, Family Assistance, SNAP (Food Stamps) Family Independence, Foster Care and related programs. Special consideration must be given here to note that these programs are for direct services for eligible children ages 0 to 21 and their families. Other funding included various Medicaid reimbursable health services provided for children ages 0 to 5 by the Medical University of South Carolina. Other significant funding amounts include total funds for other direct service state agencies. These agencies include:

- SC Department of Education
- SC Department of Health and Environmental Control
- SC State Housing Finance and Development Authority
- SC Department of Mental Health
- SC Department of Disabilities and Special Needs
- SC Department of Alcohol and other Drug Abuse Services

**In each case, actual agency expenditures for activities, programs and services ages 0 to 5 could not be determined absolutely. In addition, to avoid double counting, total Medicaid spending was not included in shared funding between Health and Human Services and the state agencies and partners listed above. This is due to how federal regulations governing program activities require expenses to be paid.**

In addition to agency expenditures, the total population served from agency activity expenditures was also estimated. This information is provided by individual agency in the Final Report.

#### *Summary of Fiscal Year 2009-2010 Agency Activity Inventory Expenditures*

**Estimated total funding was 2.045 trillion dollars, a decrease of 8.8% from the previous fiscal year. A total of 20 state agencies, or 44.4% of all agencies surveyed indicated that they provided funding for direct programs and services for children ages 0 to 5.**

As indicated in the previous sections for Fiscal Year 2008-2009, with the exception of Medicaid block grant funding, total funding for program and services for children ages 0 to 5 was highest in those state agencies which assist the Department of Health and Human Services with providing direct services for children ages 0 to 5 and their parents or guardians. These agencies include DSS, Mental Health, DHEC, MUSC, USC and the Department of Education. Federal funds comprise the majority of total funding within these larger state agencies. State appropriations did increase over the previous fiscal year for the Department of Health and Human Services. However, estimated funding for agencies specifically serving children up to age 5, actually received less in state funding.

A similar trend can be seen when examining expenditures based on estimates by race and ethnicity. It was noted that regardless of race and ethnicity a smaller number of children ages 0 to 5 are being served through existing state programs. This will require further investigation.

The data on persons served for Fiscal Year 2009-2010 shows an overall decrease in the total population served by race and ethnicity. Estimated total persons served declined by approximately forty percent. Most of this decline, however, may be due to more agencies not making program information, administrative records, or information on children served available. A second explanation is the impact of decreased funding given the state of the economy overall.

#### **Impact of Budget Cuts on Programs and Services for Children Ages 0 to 5**

As a part of the Needs Assessment Survey, agency personnel were asked to state the impact that state budget cuts have had on the agency. This information came from Statement 13 of the Needs Survey. Findings from Statement 13 provide insight into the severity of the budget cuts as a result of a reduction in state appropriations, and what impact this has had on staffing and types of service delivery, as well as related program impacts on partner state agencies and private sector organizations. Key findings to note are:

- Of the thirty agencies responding to the Needs Survey, 80.0% indicated that budget cuts resulted in a very significant negative impact on the provision of agency programs and services;
- Another 59.0% of state agencies indicated that budget cuts resulted in a significant negative impact on the provision of agency programs and services for children ages 0 to 5 and their families;

- When individual categories are examined in regards to budget cuts, 46.6% of agencies responding to the Needs Survey stated that over the past two fiscal years, one or more agency programs experienced either a very significant or significant negative impact as a result of state budget cuts;
- Thirty percent (30%) of state agencies responding to the Needs Survey reported that budget cuts in state appropriations over the past two fiscal years have resulted in a reduction of program staff. This impact was reported as very significant (16.7%) or insignificant (13.3%);
- Slightly over twenty-three percent (23.3%) of state agencies stated that as a result of budget cuts during the past two fiscal years at a partner state agency, one or more agency programs or services has been reduced;
- Funding cuts at one or more private sector partner organizations over the past two years have led to a reduction of one or more agency programs and services provided to children ages 0 to 5. One in six (16.7%) of agencies stated that this negative impact was either very significant or significant.

## Impact of State Budget Cuts on Agency Programs and Services for Children Ages 0 to 5

<u>Type of Program or Service Provided to Children and Families</u>  Not Applicable (Skip To Next Question)	Impact(s) on State Agency Programs or Services (Percent of Agencies Responding – N = 30 of 45 Agencies)					
	Very Significant Negative Impact	Significant Negative Impact	Neutral	Significant Positive Impact	Very Significant Positive Impact	Percentage Impact of Cuts: Individual Areas of State Agencies
___ a. One or more agency programs have experienced a cut in funding over the past two state budget (fiscal) years – 2008-2009 and 2009-2010. (Please type in the top three names of agency programs or services that have been impacted). 1.            2.            3. NA	23.3	23.3	6.7	0.0	0.0	53.4
___ b. Recent cutbacks have resulted in the top programs or services listed above only being available in            (enter the number of counties) South Carolina counties instead of statewide. Not Applicable	0.0	3.3	10.0	0.0	0.0	13.3
___ c. The agency has experienced a reduction in program staff primarily due to cuts in federal funding. Not Applicable	3.3	0.0	10.0	0.0	0.0	13.3
___ d. The agency has experienced a reduction in program staff primarily due to cuts in state appropriations. Not Applicable	16.7	13.3	3.3	0.0	0.0	33.3
___ e. One or more state agency partners have experienced funding cuts, resulting in the reduction of one or more agency programs and services. Not Applicable	10.0	13.3	3.3	0.0	0.0	26.6

<b>Type of Program or Service Provided to Children and Families</b>	<b>Impact(s) on State Agency Programs or Services (Percent of Agencies Responding – N = 30 of 45 Agencies)</b>					
	<b>Very Significant Negative Impact</b>	<b>Significant Negative Impact</b>	<b>Neutral</b>	<b>Significant Positive Impact</b>	<b>Very Significant Positive Impact</b>	<b>Percentage Impact of Cuts: Individual Areas of State Agencies</b>
<b>Not Applicable (Skip To Next Question)</b>						
<b>___f. The following organizations have experienced funding cuts, resulting in the reduction of one or more agency programs and services. (Select with an ‘X’).</b>  <b>Non-Profit                  Private- Sector</b>	<b>10.0</b>	<b>6.7</b>	<b>3.3</b>	<b>0.0</b>	<b>0.0</b>	<b>20.0</b>
<b>___g. Funding cutbacks have resulted in program and service consolidation. Not Applicable</b>	<b>6.7</b>	<b>0.0</b>	<b>13.3</b>	<b>0.0</b>	<b>0.0</b>	<b>20.0</b>
<b>___h. Other (Specify:                  )</b>	<b>10.0</b>	<b>0.0</b>	<b>3.3</b>	<b>0.0</b>	<b>0.0</b>	<b>13.3</b>
<b>Percentage of Responding State Agencies Impacted By Cuts: All Areas of the Agency</b>	<b>80.0</b>	<b>59.9</b>	<b>43.2</b>	<b>0.0</b>	<b>0.0</b>	<b>-----</b>

### **Recommendations**

- Funding must be provided to agencies to update their financial systems to determine how much funding is spent on direct service provision.
- Partnering agencies who provide direct services should conduct fiscal mapping to more accurately quantify the level of funding for direct services for children ages 0 to 5. Findings should be reported to the legislature.
- Where possible, without violating HIPPA regulations, administrative data on direct services related to early education provided to eligible populations by state agencies should be shared to determine if all eligible populations who need services actually receive services. Findings can be reported by staff and agency heads as part of the annual state budgeting process.

The Final Report concludes with the Report by Dr. Clive Belfield on the *Economic Benefits of Pre-School in South Carolina*. Dr. Belfield provided a detailed analysis on the benefits of early investment by the state in early education for children ages 0 to 5. In addition, he provided estimates on the number of additional children who would be served through that investment.

# **Chapter 1: A Review and Analysis of Demographic Change by Counties with High Minority Populations**

## **Introduction**

A clear understanding of the causes of population change and the impact such change brings cannot be understated. Individuals and families are motivated for various reasons to live in the communities where they live. These individual decisions, while important to the individuals making them, can have long-term impact on the stability of communities in general, and collectively impact the overall economic and social well-being of children and the state of South Carolina.

It is the intent of this chapter to analyze the impact of demographic shifts in populations and how such shifts, coupled with family and child poverty, unemployment, household income, population growth and decline, and other socio-economic indicators, contribute to exacerbating the problem of poor student achievement and socioeconomic deprivation. This chapter provides an analysis of demographic change in the population of South Carolina for selected years since 2000. The data analysis will not only have a statewide focus, but will also focus on counties and communities where families live, particularly those families who have children in the early years of education, ages 0 to 5.

The data and subsequent analysis in this chapter is presented in narrative, tables/charts, and in graphic format. The data and analysis seeks to balance a comprehensive set of information relevant to the overall population on a county basis, as well as intertwining specific information sought and obtained from other state agencies that made data readily available in various forms for this report.<sup>1, 2, 3, 4</sup>

Chapter 1 is organized along six areas within the context of poverty and deprivation. These are:

- Statistical Data on Overall Economic Well-Being in South Carolina
- Statistics on South Carolina's Minority Population
- Components of Population Change: County Population Growth or Decline
- Economic Indicators of Poverty Deprivation and Potential Impacts on Populations Change Components
- Preliminary Findings on Demographic Shifts in South Carolina: Implications for Investment in Early Education for Children under Age 5
- Recommendations

## **Statistical Data on Overall Economic Well-Being in South Carolina<sup>5</sup>**

Table 1 provides social and economic measures of overall well-being along with respective percentages or rates. Table 1 specifically ranks South Carolina counties using multiple indicators that ultimately determined the county ranking.<sup>6</sup>

An examination of Table 1 reveals striking statistics based on the latest data available.<sup>7</sup> In particular,

- In regards to the latest poverty rates, 31 of the state's 46 counties have poverty rates above the state average of 15.6% and 39 counties above the national average of 13.2%.
- Poverty is entrenched within families. Among the top twenty counties with the highest poverty indicators, one of every five families lives in poverty, with 2008 median household incomes below the poverty level. Poverty rates for families with children ages 5 to 17 range from a high of 44.8% (Allendale County) to 24.9% (Sumter County) or from nearly one of every two, to one of every four families.
- Annual average unemployment rates for 2008 for counties in South Carolina paint an equally dismal picture. Thirty-three (33) of the 46 counties had twelve-month employment rates above the state average.<sup>8</sup>
- Median household incomes are continuing to remain stagnant within South Carolina. Median household incomes within the poorest counties of South Carolina range from 56.6% (Allendale) to 84.2% (Sumter) of the state average. The state's median income persistently remains below the national average of \$52,029, or 85.9% of the U.S. average<sup>9</sup>. *This means that for every \$1 of U.S. median household income earned, that the top 20 poorest counties have median household income earnings ranging from approximately \$0.48 to \$0.77 of every \$1 of U.S median household income.*

These dismal statistics alone paint a picture of families in crisis, where children ages 0-5 are directly impacted by family poverty prevalent across South Carolina. It is systemic family and child poverty that impacts the overall well-being of many families and contributes to less than acceptable educational achievement for children across the state.

### **Statistics on South Carolina's Minority Population**

In terms of the composition of the minority population, South Carolina is a diverse state racially, ethnically, and culturally. Table 2 provides the latest Census Bureau estimates and percentage statistics on the minority population by county in South Carolina. Chart 2 provides percentage statistics for all minority populations in the state<sup>10</sup>. Chart 3 provides three-year rankings of the percent population change in the Hispanic population since 2004. An examination of Table 2, Charts 2 and 3 reveal:

- African-Americans represent the largest minority group in South Carolina regardless of county.
- South Carolina has a Native-American presence in most counties. Additionally, like African-Americans in the state, the Native-American population has been undercounted during previous census counts, including the 2000 census. This undercount has serious repercussions on the state's ability to adequately serve each population, and has a

negative impact on education achievement, particularly if eligible children ages 0 to 5 are not properly counted.



**Table 1 – Statistical Indicators of Economic Well Being for South Carolina Counties**

<b>County</b>	<b>2008 Census Population Estimate</b>	<b>2008 Median Household Income</b>	<b>2008 Annual Average Unemployment Rate</b>	<b>2008 Poverty Estimate All Ages</b>	<b>2008 Poverty Percent All Ages</b>	<b>2008 Poverty Estimate Ages 5 to 17</b>	<b>2008 Poverty Percent Ages 5 to 17</b>	<b>County Ranking of Poverty Indicators</b>
<b>Allendale</b>	10,447	\$25,329	17.0	3,380	36.8	803	44.8	1
<b>Marlboro</b>	28,704	\$30,832	14.0	6,596	26.0	2,134	36.4	2
<b>McCormick</b>	10,093	\$30,749	12.9	1,702	19.6	1,458	32.6	3
<b>Chester</b>	32,618	\$35,886	12.3	6,457	20.1	1,275	22.6	4
<b>Lancaster</b>	75,913	\$39,898	11.8	12,752	17.9	2,498	19.4	5
<b>Bamberg</b>	15,307	\$30,305	11.7	4,015	27.4	785	33.1	6
<b>Barnwell</b>	22,872	\$35,460	11.2	4,946	21.8	1,134	27.8	7
<b>Marion</b>	33,843	\$37,676	11.1	8,128	24.3	311	28.4	8
<b>Union</b>	27,672	\$34,915	11.1	4,861	17.7	1,063	23.9	9
<b>Fairfield</b>	23,435	\$35,880	10.8	4,082	17.8	1,019	25.5	10
<b>Williamsburg</b>	35,090	\$28,902	10.7	12,128	36.3	2,346	41.0	11
<b>Dillon</b>	30,698	\$30,935	10.7	8,400	27.7	1,879	31.7	12
<b>Orangeburg</b>	90,336	\$32,694	10.5	20,107	23.2	4,041	27.1	13
<b>Clarendon</b>	33,149	\$32,725	10.0	7,394	23.7	1,618	31.3	14
<b>Lee</b>	19,891	\$30,876	9.6	4,754	26.2	1,010	31.8	15
<b>Hampton</b>	21,075	\$36,003	9.3	4,138	21.3	986	27.3	16
<b>Cherokee</b>	54,394	\$37,436	9.3	8,953	16.8	2,098	21.6	17
<b>Chesterfield</b>	42,882	\$34,492	9.2	8,871	21.0	1,878	25.0	18
<b>Darlington</b>	67,031	\$37,650	8.6	12,267	18.7	3,699	31.2	19
<b>Sumter</b>	104,148	\$38,167	8.6	18,669	18.5	4,798	24.9	20
<b>Colleton</b>	39,019	\$34,136	8.4	8,386	21.7	2,020	29.0	21
<b>Abbeville</b>	25,404	\$36,041	8.3	4,301	17.4	849	20.3	22
<b>Greenwood</b>	68,549	\$39,628	7.9	9,908	15.0	2,492	21.4	23
<b>Calhoun</b>	14,583	\$38,803	7.7	2,544	17.4	518	21.8	24
<b>Georgetown</b>	60,731	\$48,132	7.6	10,620	17.7	2,494	25.6	25
<b>Oconee</b>	71,274	\$42,668	7.5	9,740	13.9	2,213	20.6	26
<b>Laurens</b>	69,681	\$40,432	7.4	13,567	20.2	2,577	22.5	27

**Table 1 – Statistical Indicators of Economic Well Being for South Carolina Counties**

<b>County</b>	<b>2008 Census Population Estimate</b>	<b>2008 Median Household Income</b>	<b>2008 Annual Average Unemployment Rate</b>	<b>2008 Poverty Estimate All Ages</b>	<b>2008 Poverty Percent All Ages</b>	<b>2008 Poverty Estimate Ages 5 to 17</b>	<b>2008 Poverty Percent Ages 5 to 17</b>	<b>County Ranking of Poverty Indicators</b>
<b>Newberry</b>	37,823	\$43,570	7.2	6,132	16.7	1,286	21.2	28
<b>Horry</b>	257,380	\$42,515	7.2	34,708	14.0	7,970	21.1	29
<b>York</b>	217,448	\$51,636	7.2	24,809	12.1	4,943	13.0	30
<b>Florence</b>	132,800	\$40,997	7.1	22,839	17.8	5,163	22.6	31
<b>Spartanburg</b>	280,738	\$45,000	6.9	36,851	13.7	8,595	18.1	32
<b>Anderson</b>	182,825	\$44,747	6.9	24,512	13.8	5,501	17.8	33
<b>Edgefield</b>	25,546	\$42,422	6.8	4,203	18.7	820	20.9	34
<b>Kershaw</b>	58,901	\$44,446	6.6	8,171	14.2	1,856	18.3	35
<b>Berkeley</b>	169,327	\$49,414	6.2	16,664	10.6	5,750	18.7	36
<b>Jasper</b>	22,330	\$38,778	6.1	4,273	20.8	1,079	27.8	37
<b>Richland</b>	364,001	\$49,653	6.1	41,618	12.7	9,945	16.7	38
<b>Pickens</b>	116,915	\$41,577	6.1	17,997	16.4	2,759	15.9	39
<b>Saluda</b>	18,625	\$40,295	5.9	3,099	16.8	662	22.6	40
<b>Aiken</b>	154,071	\$43,895	5.9	23,183	15.4	5,719	22.1	41
<b>Dorchester</b>	127,133	\$60,254	5.7	12,982	10.7	2,848	12.3	42
<b>Greenville</b>	438,119	\$48,147	5.6	50,966	12.2	11,973	16.1	43
<b>Charleston</b>	348,046	\$50,213	5.3	50,505	15.2	10,723	19.4	44
<b>Beaufort</b>	150,415	\$55,897	5.3	14,709	10.4	4,011	16.5	45
<b>Lexington</b>	248,518	\$52,515	4.9	26,175	10.9	5,584	12.8	46
<b>South Carolina</b>	<b>4,479,800</b>	<b>\$44,695</b>	<b>6.9</b>	<b>646,061</b>	<b>15.1</b>	<b>147,183</b>	<b>19.6</b>	<b>---</b>

**Table 2 – 2008 Population, Poverty Estimates and Percent of the Minority Population for South Carolina Counties**

County	2008 Census Population Estimate	Poverty Estimate All Ages	Poverty Percent All Ages	Percent White	Percent of All Minorities	Percent African- American	Percent Native American	Percent Asian	Percent Hispanic or Latino
Allendale	10,447	3,380	36.8	27.2	74.9	72.3	0.1	0.2	2.3
Williamsburg	35,090	12,128	36.3	32.3	68.4	67.2	0.2	0.2	0.8
Dillon	30,698	8,400	27.7	50.9	51.2	45.8	2.5	0.3	2.6
Bamberg	15,307	4,015	27.4	37.1	63.9	62.3	0.2	0.3	1.1
Lee	19,891	4,754	26.2	36.2	66.4	63.4	0.1	0.2	2.7
Marlboro	28,704	6,596	26.0	43.8	56.2	51.6	3.4	0.4	0.8
Marion	33,843	8,128	24.3	43.0	59.2	56.2	0.2	0.4	2.4
Clarendon	33,149	7,394	23.7	48.1	52.5	51.0	0.2	0.2	1.1
Orangeburg	90,336	20,107	23.2	35.5	65.0	62.9	0.4	0.5	1.2
Barnwell	22,872	4,946	21.8	56.0	45.1	42.8	0.3	0.5	1.5
Colleton	39,019	8,386	21.7	57.6	43.9	41.1	0.6	0.3	1.9
Hampton	21,075	4,138	21.3	43.5	59.3	55.9	0.3	0.2	2.9
Chesterfield	42,882	8,871	21.0	65.1	36.4	33.6	0.6	0.3	1.9
Jasper	22,330	4,273	20.8	48.2	61.6	50.6	0.4	0.6	10.0
Laurens	69,681	13,567	20.2	72.9	29.5	25.8	0.5	0.2	3.0
Chester	32,618	6,457	20.1	60.8	41.0	38.2	0.3	0.3	2.2
McCormick	10,093	1,702	19.6	48.0	52.8	51.4	0.0	0.4	1.0
Darlington	67,031	12,267	18.7	57.2	43.5	42.0	0.2	0.2	1.1
Edgefield	25,546	4,203	18.7	57.9	44.2	41.0	0.4	0.4	2.4
Sumter	104,148	18,669	18.5	50.0	50.8	47.5	0.3	1.0	2.0
Lancaster	75,913	12,752	17.9	72.0	30.3	26.9	0.2	0.4	2.8
Fairfield	23,435	4,082	17.8	41.5	59.7	57.7	0.1	0.4	1.5
Florence	132,800	22,839	17.8	57.7	43.0	40.5	0.3	0.9	1.3
Georgetown	60,731	10,620	17.7	64.2	37.7	34.9	0.2	0.4	2.2
Union	27,672	4,861	17.7	67.6	32.8	31.6	0.2	0.2	0.8
Abbeville	25,404	4,301	17.4	69.7	31.0	29.6	0.0	0.3	1.1
Calhoun	14,583	2,544	17.4	53.9	48.9	45.4	0.2	0.5	2.8
Cherokee	54,394	8,953	16.8	78.1	24.2	20.5	0.3	0.4	3.0
Saluda	18,625	3,099	16.8	71.1	40.8	28.1	0.2	0.0	12.5
Newberry	37,823	6,132	16.7	67.1	39.2	31.8	0.3	0.3	6.8
Pickens	116,915	17,997	16.4	90.8	10.8	6.7	0.2	1.6	2.3
Aiken	154,071	23,183	15.4	71.8	30.1	25.9	0.4	0.8	3.0
Charleston	348,046	50,505	15.2	64.5	34.3	32.7	0.4	0.3	0.9
Greenwood	68,549	9,908	15.0	66.1	37.5	32.1	0.3	1.0	4.1
Kershaw	58,901	8,171	14.2	72.7	29.1	26.0	0.3	0.4	2.4
Horry	257,380	34,708	14.0	82.7	19.9	15.0	0.4	0.9	3.6
Oconee	71,274	9,740	13.9	90.6	12.0	8.2	0.2	0.4	3.2
Anderson	182,825	24,512	13.8	81.5	19.3	16.9	0.2	0.6	1.6
Spartanburg	280,738	36,851	13.7	76.2	27.1	20.9	0.3	1.7	4.2
Richland	364,001	41,618	12.7	49.7	52.0	46.6	0.3	2.1	3.0
Greenville	438,119	50,966	12.2	78.5	26.0	18.5	0.2	1.6	5.7
York	217,448	24,809	12.1	77.9	24.2	19.4	0.8	1.1	2.9
Lexington	248,518	26,175	10.9	83.3	18.8	14.3	0.4	1.1	3.0
Dorchester	127,133	12,982	10.7	71.4	29.7	25.2	0.7	1.3	2.5
Berkeley	169,327	16,664	10.6	68.2	33.2	27.6	0.5	2.0	3.1
Beaufort	150,415	14,709	10.4	75.7	30.8	21.9	0.3	0.0	8.6
South Carolina	4,479,800	646,061	15.1	68.4	34.0	29.2	0.4	1.1	3.3

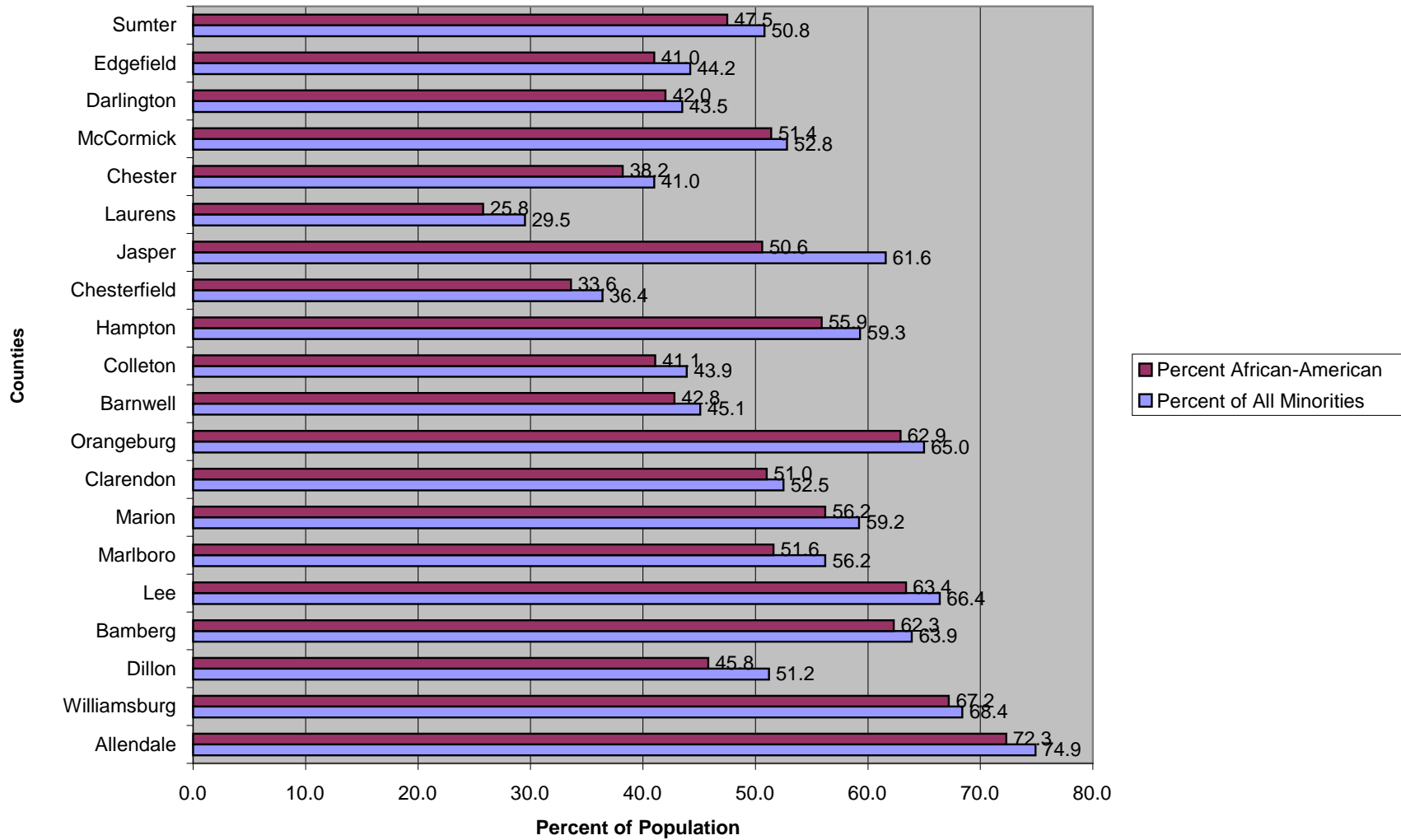
According to the mini-chart below, Allendale and Laurens County possess lower percentages of other minority populations (Native-American, Asian, and Hispanic-Latino), as well as the White population. For example, considering the White population, Allendale has the lowest percent of White population, while Laurens has the highest when considering the top twenty poorest counties for Table 1.

Conversely, Allendale, Marlboro, Jasper, and Sumter have the highest estimated percentages of specific minority populations, Native-American (Marlboro), Hispanic-Latino (Jasper), and African-American population. These percentages are provided to illustrate the point that while most individuals may view the state's minority population as only consisting of African-Americans, a closer look reveals that several counties have seen an influx of other racial and ethnic groups.<sup>11</sup>

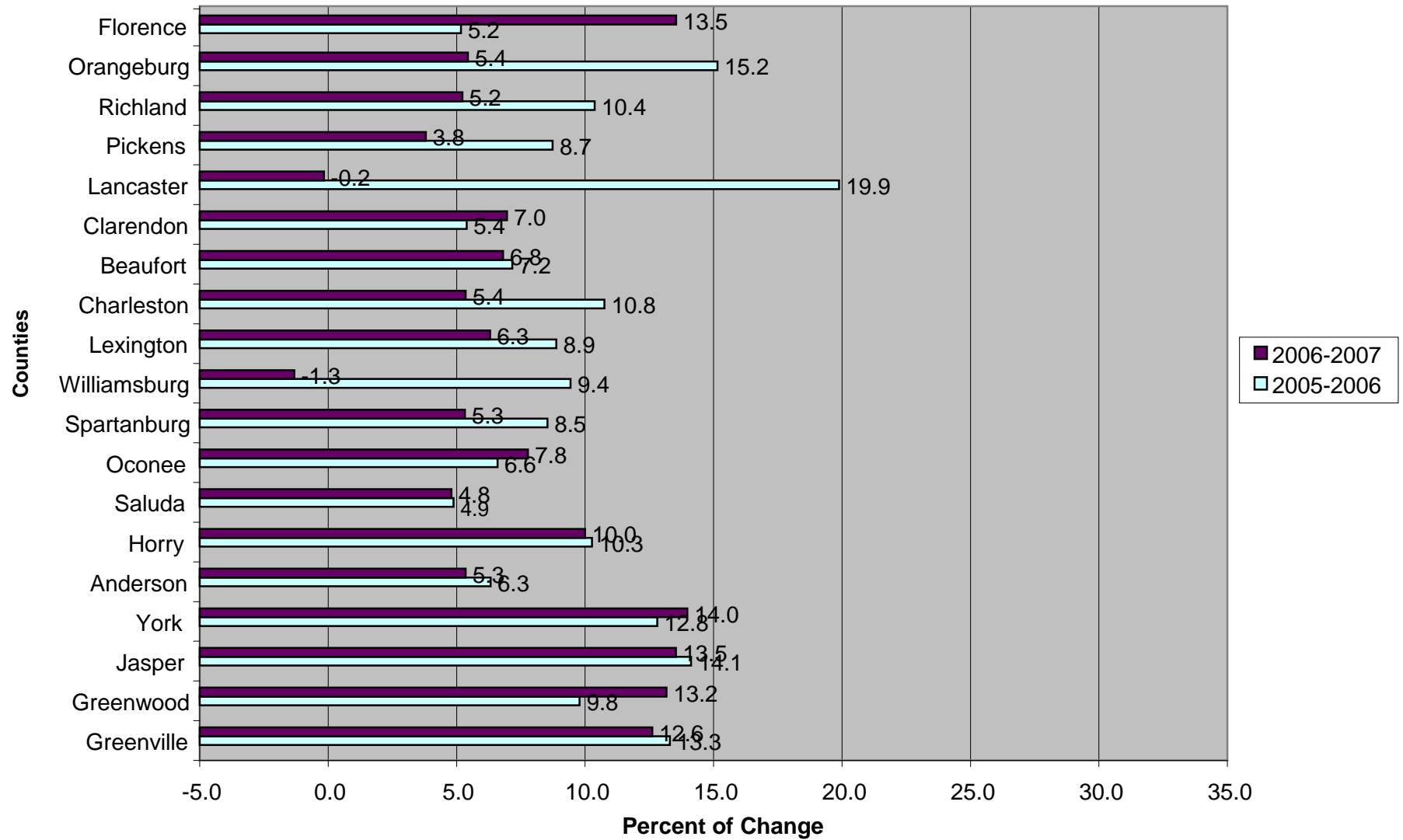
In conclusion, South Carolina has a very diverse population. Early childhood education programs and interventions must be provided across the state to ensure that the needs of children ages 0-5 are met, regardless of race, ethnicity or cultural experiences.

Race/Ethnicity Group	Race and Ethnicity by Selected Counties			
	County Name		Percentages	
	Lowest	Highest	Lowest	Highest
White	Allendale	Laurens	27.2%	72.9%
African-American	Laurens	Allendale	25.8%	72.3%
Native American	Allendale	Marlboro	0.1%	3.4%
Hispanic-Latino	Allendale	Jasper	0.8%	10.0%
Asian	Clarendon Darlington Laurens Lee Marian Williamsburg	Sumter	0.2%	1.0%
All Minorities	Laurens	Allendale	25.8%	72.3%

**Chart 2: Population Percentage 2008: All Minorities and African American Population**



**Chart 3: Percent Population Change in Hispanic Population: 2004 - 2007**



### **Components of Population Change: County Population Growth or Decline**

To gain a clear understanding of demographic change, it is important to examine what has happened in regards to each component of population change. Charts 4 through 7 provide total and percentage statistics by county for those with the highest poverty rates. Information is provided as follows:

- **(Chart 4) Net Population Change By County**
- **(Chart 5) Percent Population Growth (Decline) Amongst the Top 20 Counties with the Highest Poverty Rates.**
- **(Chart 6) Components of Population Change: Natural Increase And Net Migration Rates: 2001**
- **(Chart 7) Components of Population Change: Net Increase And Net Migration Rates: 2009**

In general, population change can result from one of four reasons:

- (1) The total number of births within the county or place**
- (2) The total number of deaths within the county or place**
- (3) In-migration of the population into a county or place**
- (4) Out-migration of the population from a county or place**

Chart 4 reveals that as of 2004, net population change in counties with high rates of poverty has been very low to negative. Specifically, fourteen of the 20 counties experienced negative population growth in at least one period (2004 or 2008), based on the latest estimates of net population change. These trends are reinforced throughout the other trend data.

Chart 5 provides information on the percent of population growth (decline) for two census periods: 2004-2005 and 2008-2009.<sup>12</sup> An examination of the top twenty poorest counties reveals that in both periods, 2004-2005 and 2008-2009, all counties experienced either small overall net population decline or very low net population growth. Positive population growth was seen in only three of the twenty counties: Lee (0.90%), Dillon (0.19%) and Sumter (0.39%) in 2004-2005 and in five counties in 2008-2009: Dillon (0.04%), Sumter (0.11%), Laurens (0.15%), Chester (0.17%), and McCormick (0.21%).

Chart 4: Net Population Change by County: Top Twenty Counties

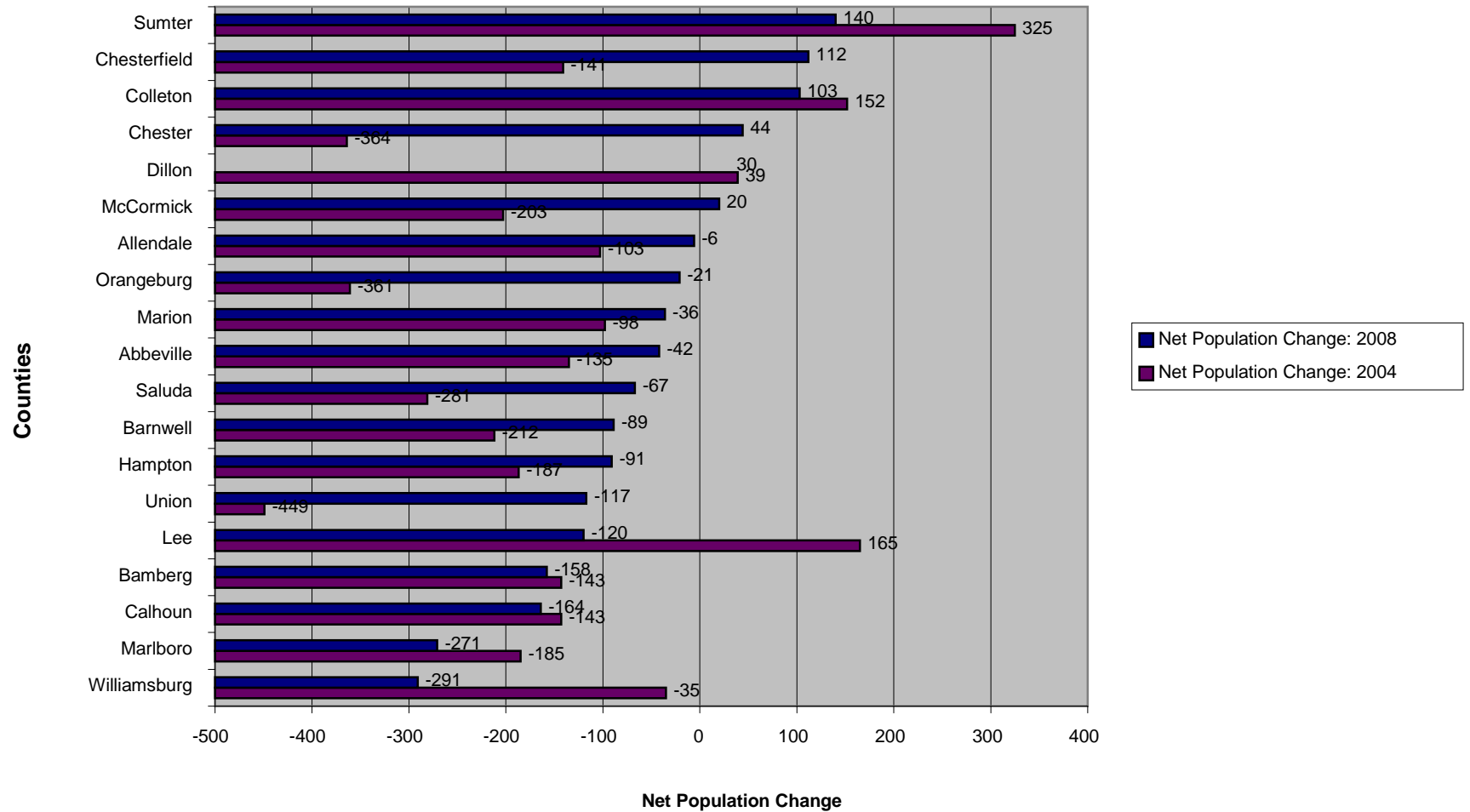
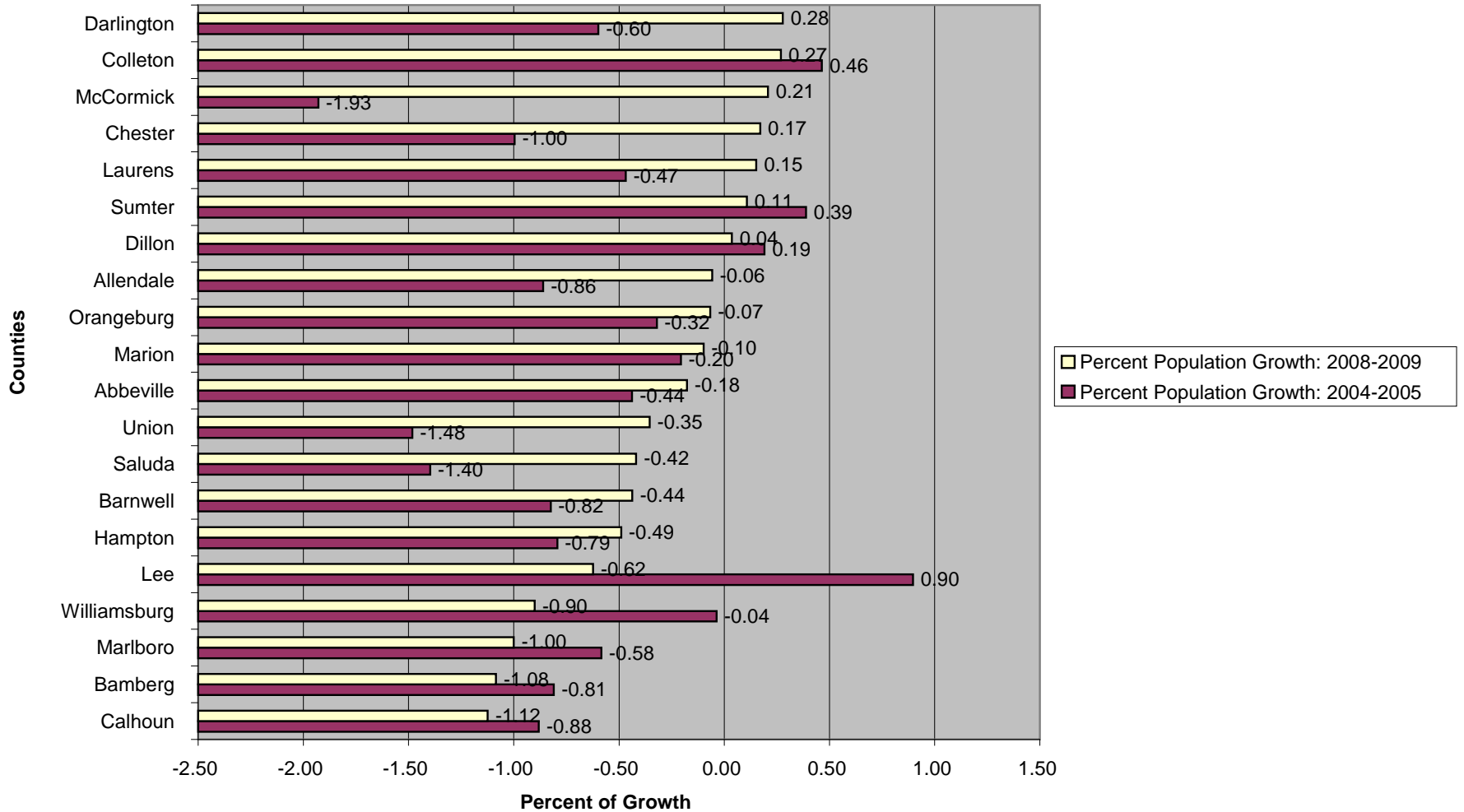




Chart 5: Population Growth by County: Top Twenty Counties



It is very important to understand which of the four reasons for population change best explains why population growth (or decline) occurred, not only in high poverty, high distressed counties but also in counties with higher overall population and/or higher household or family income. This is partially explained demographically in Charts 6 and 7.

Chart 6 provides natural increase rates (total percentage of births minus the total percentage of deaths) within the top twenty poorest counties. An examination of these counties based on net rates of natural population increase reveals that at the beginning of the decade (2000-2001), urbanized MSA counties or rural counties with lower minority population percentages experienced higher rates of net natural increase in population.<sup>13</sup> These counties include Anderson, Union, York, Aiken, Beaufort, Horry, and Charleston. Lower positive rates of natural population increase were experienced in rural counties with traditionally higher minority population percentages. These counties include Darlington, Lee, Barnwell, Clarendon, and Marlboro County.

Equally important to understanding population change components is to look at the rate of net population migration. In general, if net migration rates are positive (negative), this can be due to large in-migration (out-migration) rates of new families and individuals relative to individuals and families who may move out of a particular county or place.

Chart 6 indicates among the top twenty poorest counties in 2000-2001, that seventeen of the twenty counties had begun to experience net out-migration of the population. **Net out-migration rates were high in both urban and rural counties alike.** Highest county out-migration rates for 2000-2001 were in Anderson (-27.16%), York (-16.15%), Barnwell (-15.99%), Marlboro (-12.23%), Union (-11.80%), and Williamsburg Counties (-10.94%).

**Chart 6: Components of Population Change: Natural Increase and Net Migration Rates 2001**

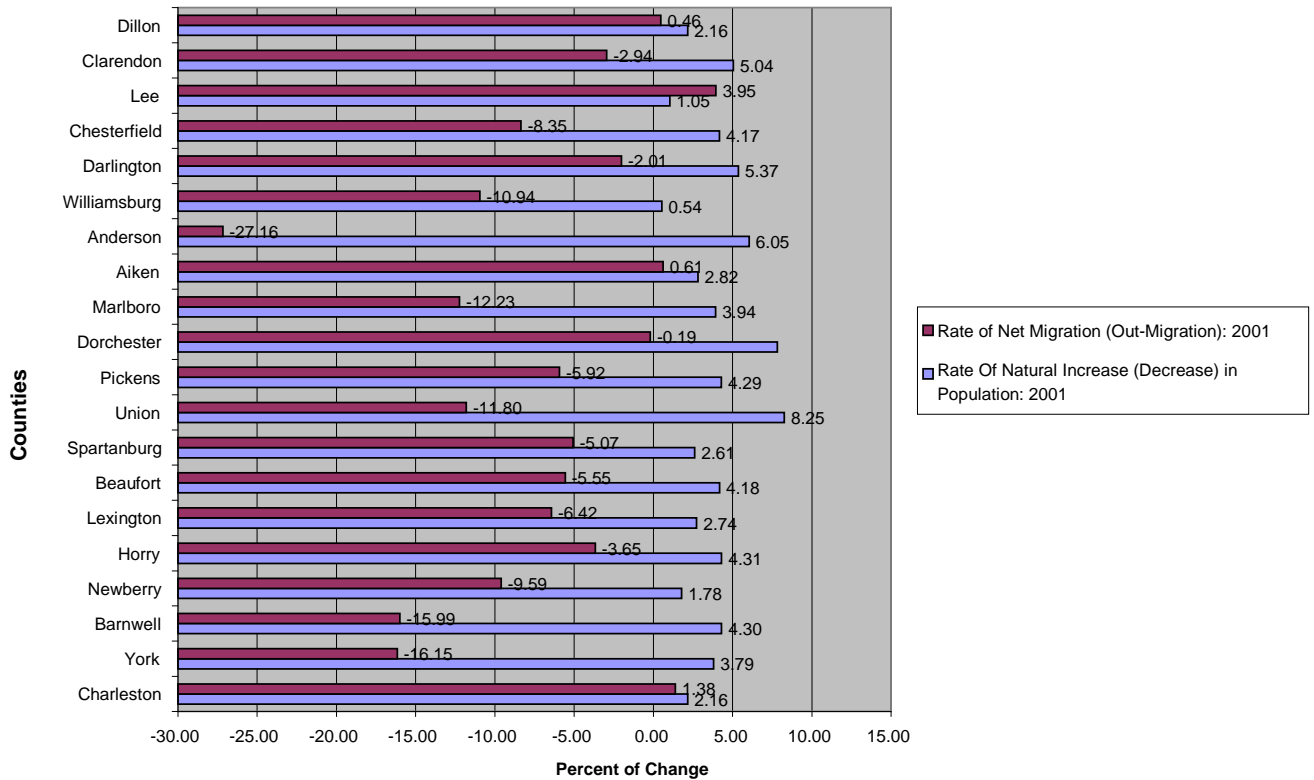
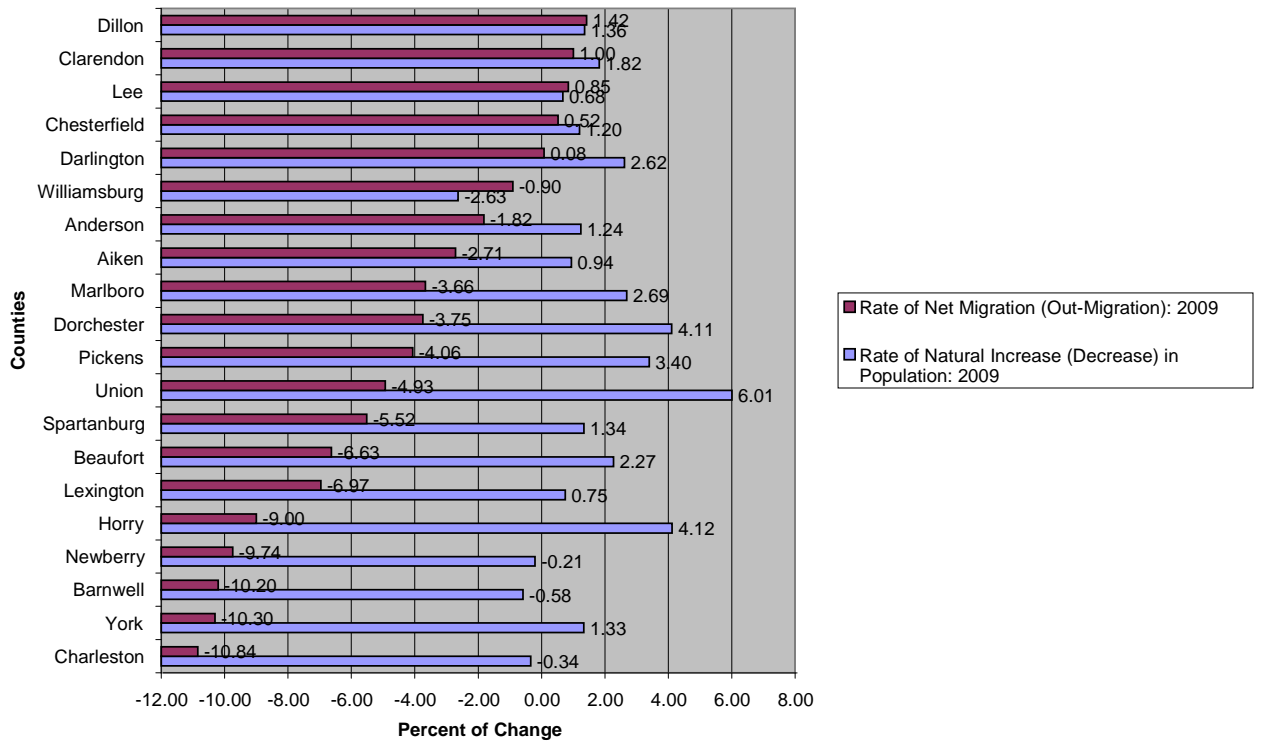


Chart 7 further examines population change components for the 2008-2009 census years. End-of-the-decade rates indicate a dichotomy of population change between urban versus rural county designation. In particular, rates of natural increase (percentage of births minus the percentage of deaths) were highest in urban areas of Anderson, Horry, Dorchester, Pickens and Beaufort Counties. Positive rates of natural increase were experienced in rural counties, but these rates were of smaller magnitude, with the exception of Union County. Examples include Marlboro, Darlington, Clarendon, Dillon, and Chesterfield counties. Net population gains through rates of natural increase have been offset by a continued rate of negative or out-migration of the population. An inspection of Chart 7 reveals that fifteen of the twenty counties experienced negative rates of population migration. This means that in percentage terms, a higher percentage of the population is choosing to leave each county relative to the rate of persons choosing to locate in a particular county.

Chart 7: Components of Population Change: Natural Increase and Net Migration Rates 2009



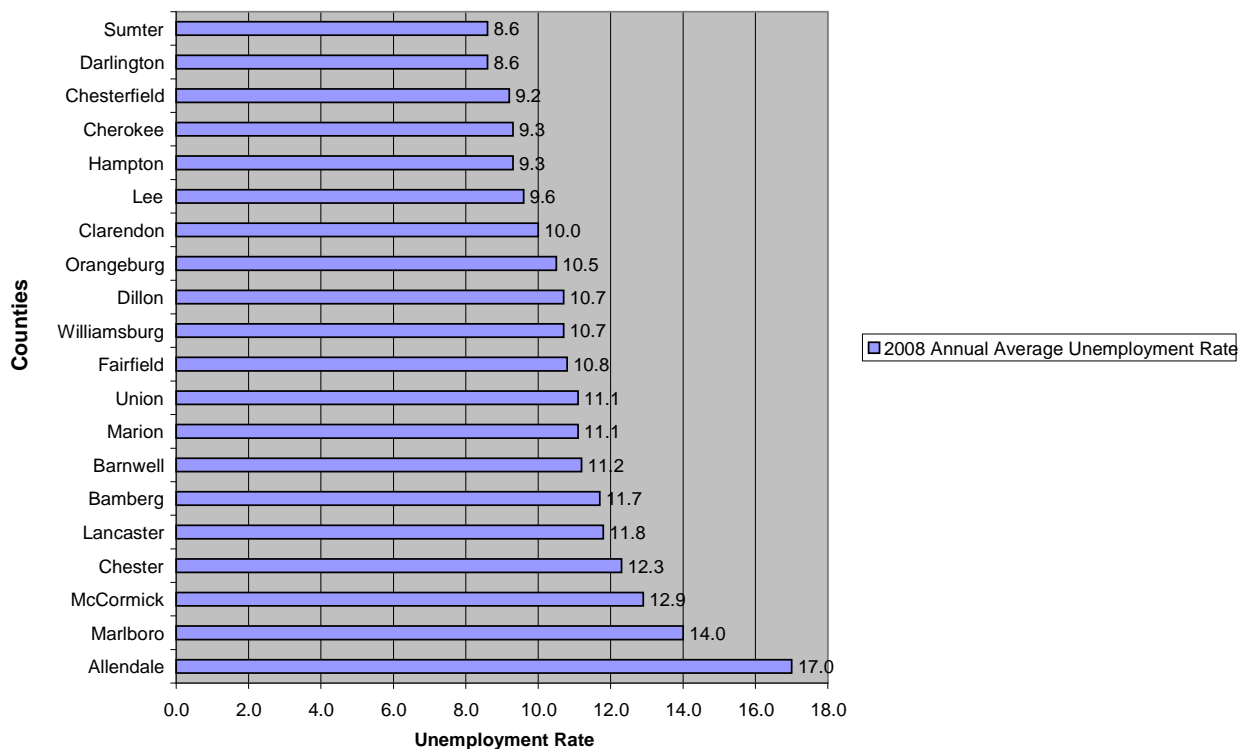
In conclusion, an examination of the demographic changes in population can have a real consequence for families and children left in counties with declining population and increasing out migration. If the people migrating out are those with higher educational attainment and income potential, then it has the effect of leaving a community behind with less skill and employment potential. This has the potential to further exacerbate family and child poverty as job opportunities (employers) leave the community as the skilled workforce dwindles.

## **Economic Indicators of Poverty Deprivation and Potential Impacts on Population Change Components**

The previous four charts provide a two-period snap shot of population growth, net population change, and components of population change at the county level. Emphasis was placed on the top twenty counties, and how the particular change component influenced growth or the decline in population. The next four charts provide statistics on economic indicators and their potential impact on the components of population change. [Specifically] Charts 8 through 11 respectively, give the latest estimates on 2008 annual average employment rates, the 2008 poverty estimates by county, the poverty rates for all ages, and for children ages 5 to 17.

Chart 8 provides 2008 Annual Average Employment Rates for the top twenty counties with high rates of unemployment. With the exception of Sumter County, all nineteen remaining counties with high unemployment rates are rural counties. Many of these counties have experienced the loss of major companies, primarily within the manufacturing sector. Other sectors with heavy job losses include the service sector, wholesale trade, retail trade, accommodations and food services, and other services<sup>14</sup>. Throughout the years of 2008 and 2009, South Carolina ranked in the top six nationally in the rate of unemployment. The annual average and monthly unemployment rates persisted above ten percent in fourteen counties during this same period.

Chart 8: 2008 Annual Average Unemployment Rate



Charts 9 and 10 provide respectively the total estimate of the persons living below the poverty level (Chart 9) and total persons ages 5 to 17 living in poverty (Chart 10). Among the top twenty counties, 2008 poverty rates for all persons range from one of every five persons regardless of age, to one of every three persons.

Chart 11 provides percentage total estimates by county for individuals ages 5 to 17 who live in households with incomes below the poverty level<sup>15</sup>. It is important to recognize how entrenched poverty is among families who live in the state, in particular rural counties of South Carolina where job losses have been most severe. Specifically, when the loss of jobs within the manufacturing, services and even the seasonal tourism and construction sectors is considered, this helps to partially explain the difficulty that many families have climbing out of poverty. Chart 11 shows that among the top twenty counties, poverty rates for children ages 5 to 17 range from 39.4% (Lancaster) to 44.8% (Allendale). Seven counties: Clarendon, Darlington, Dillon, Lee, McCormick, Bamberg and Marlboro had poverty rates above thirty percent, while two counties, Williamsburg and Allendale, have poverty rates above forty percent.

In conclusion, the income level of parents/guardians can be a determinant also of student success. One's inability to provide educational resources, for example, books, internet, technology, etc.; lack of income for transportation to obtain educational services for a child; and a general lack of disposable income to provide educational enhancements for a child in the early years, birth to four, can have a direct impact on student achievement and performance in the classroom. Therefore, job creation and skills training for parents/guardians are critical to improving student performance in South Carolina. Communities with few employment opportunities face an uphill battle. Therefore, to improve student outcomes, we must improve economic opportunities for parents.

Chart 9: 2008 Poverty Percent All Ages

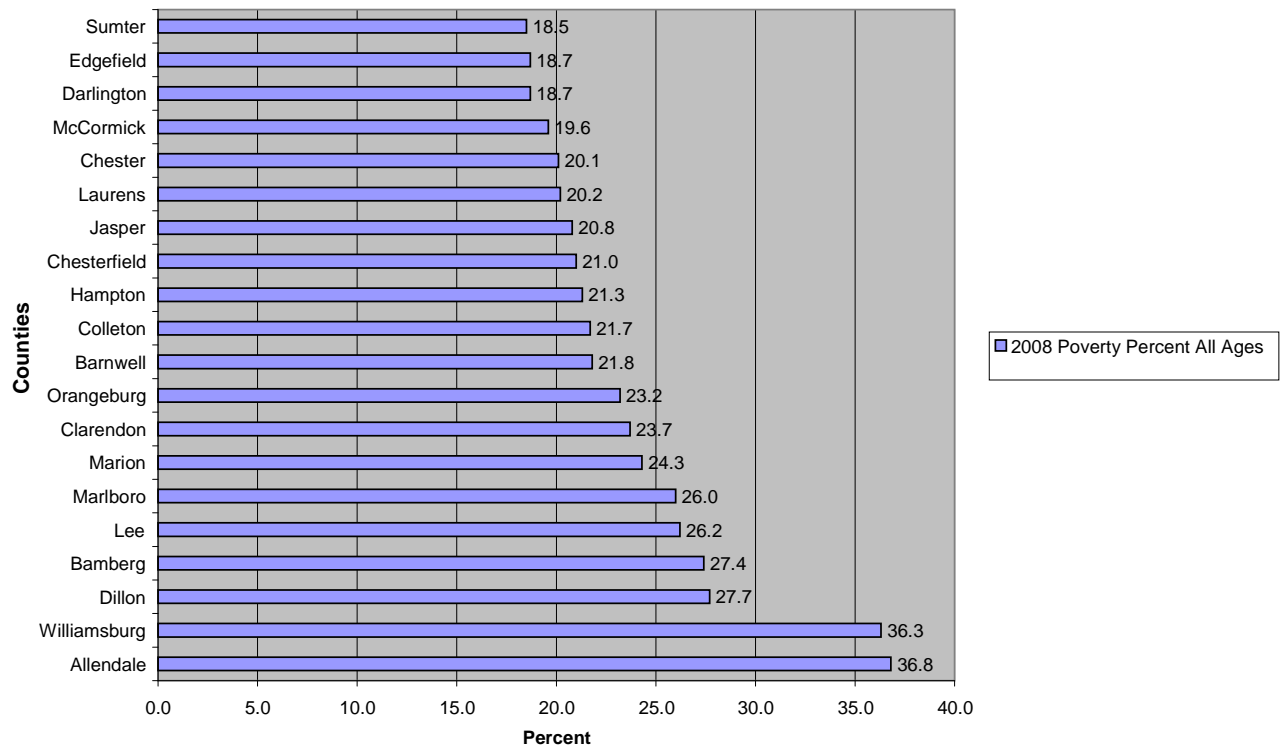


Chart 10: 2008 Poverty Estimate Ages 5 to 17

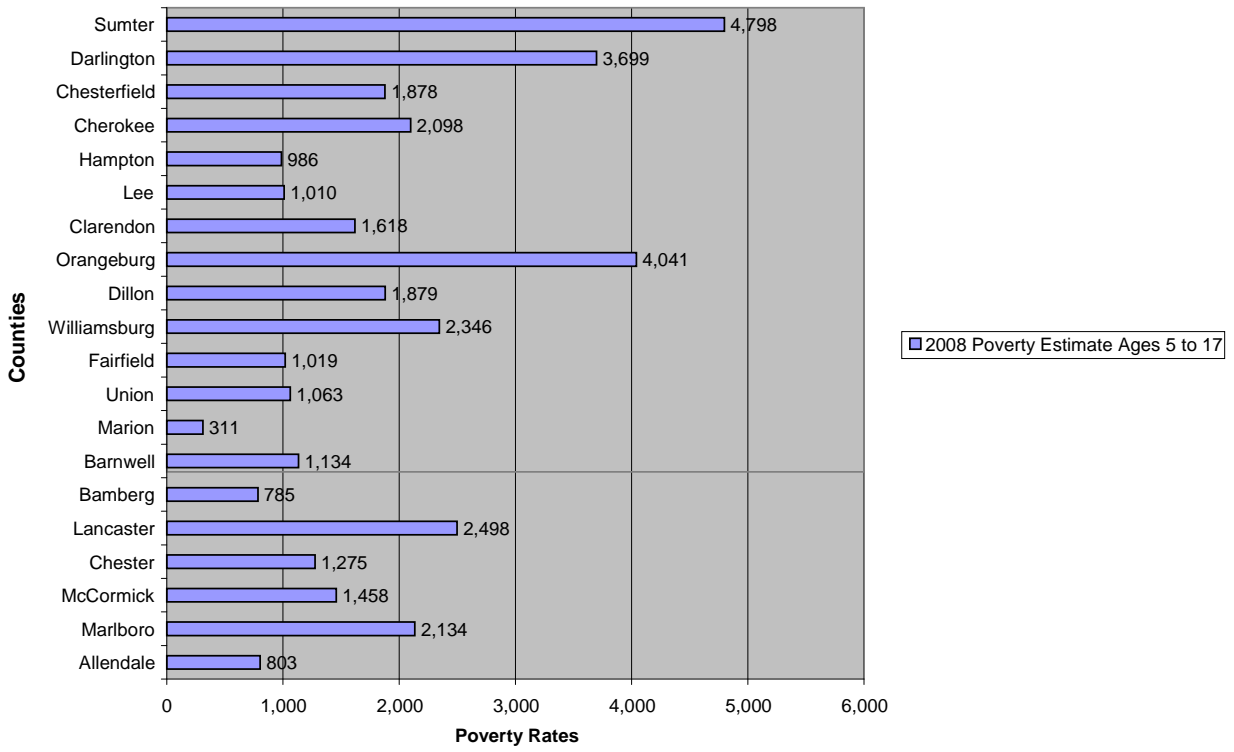
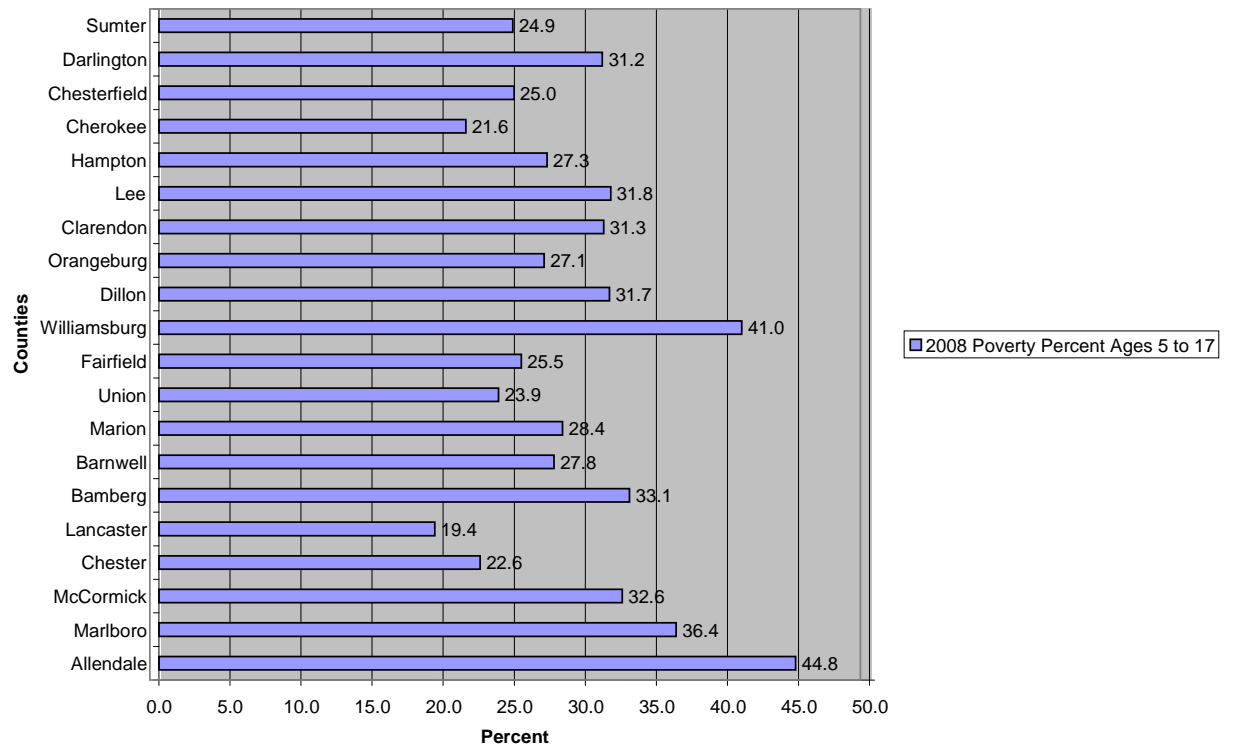




Chart 11: 2008 Poverty Percent Ages 5 to 17



**Preliminary Findings on Demographic Shifts in South Carolina:  
Implications for Investment in Early Education for Children under Age 5**

The previous sections highlighted statistical findings regarding the components of population change, as well as economic indicators for South Carolina. This section provides a brief synopsis of projected population growth of the four-year-old population by county in South Carolina.<sup>16</sup>

Table 3 provides estimates and projections for the total number of four year olds by county. In interpreting Table 3, each year represents the number of four year olds within a county who are potentially eligible to attend four-year-old kindergarten or Pre-K for four year olds. The last column in Table 3 provides the projected percentage increase (decrease) over the five year period for the total number of four year olds. In examining Table 3, twelve of the 46 counties are projected to experience a decrease in the total number of four year olds within the county of less than five percent, while twenty counties are projected to experience an increase in the number of four year olds of five percent or more.

Table 4 provides estimates and projections of the total number of four year olds within the county who live in poverty level households. Of particular importance in Table 4 is the Poverty Index within each county. The Poverty Index provides an estimate of the percentage of students eligible for free or reduced price lunch programs or who are Medicaid eligible<sup>17</sup>. An examination of Table 4 shows that regardless of the county, the Poverty Index remains relatively stable throughout the five year period for the four-year-old population. The last column in Table 4 is also important to comprehend. In particular, thirteen (13) of the counties are anticipated to experience an overall decrease of 5% or more in the total (percentage) of four year olds in poverty, while fifteen (15) counties are anticipated to see an increase of 5% or more of the total number of four year olds who come from poverty level families. A closer inspection of counties with higher than average projected percentage increases in the number of four year olds in poverty reveals that Lancaster (25.1%), Berkeley (20.1%), York (13.1%), Greenville (10.4%), and York (10.3%) have rates ranging from two to four times the average used specifically for comparison in (this) Table 4. A final point is worthy of note, as Tables 3 and 4 are summarized: Both tables' percentages mask differences in public school districts with severely high numbers of families or households who live below the poverty level within rural areas, as well as those households concentrated within certain areas of [sub-]urban counties.

In conclusion, when considering future funding scenarios for early childhood education, we must answer the following questions:

- (1) How much additional funding will need to be invested in an increasing number of counties and school districts, which have experienced severe economic losses due to plant closings and job layoffs?
- (2) How do counties and school districts with declining population bases and population out-migration generate the tax revenues needed to fund early education, particularly when

those who can afford to leave to provide better opportunities for their children, actually do so?

**Table 3 Estimates and Projections of Total Numbers of 4-Year-Olds:  
2008-09 to 2011-12 by County**

County Name	Estimated Total # 4 y. o. in 2008- 09	Pct. Change in Total # 4 y.o. 2008 to 2009	Projected Total # 4 y. o. in 2009- 2010	Pct. Change in Total # 4 y.o. 2009 to 2010	Projected Total # 4 y. o. in 2010- 2011	Pct. Change in Total # 4 y.o. 2010 to 2011	Projected Total # 4 y.o. in 2011- 2012	Pct. Change in Total # 4 y.o. 2011 to 2012	Change in Total # 4 y.o. 2008- 09 to 2011- 2012	Pct. Change in Total # 4 y.o. 2008-09 to 2011-2012
Abbeville County*	291	0.0	291	0.0	291	0.0	291	0.0	0	0.0
Aiken County	1948	2.8	2001	2.7	2054	2.7	2107	2.6	159	8.2
Allendale County*	132	-10.2	117	-11.4	102	-12.8	87	-14.7	-45	-34.1
Anderson County	2401	2.8	2466	2.7	2531	2.6	2596	2.6	195	8.1
Bamberg County*	179	-0.6	178	-0.6	177	-0.6	176	-0.6	-3	-1.7
Barnwell County*	313	-4.9	297	-5.1	281	-5.4	265	-5.7	-48	-15.3
Beaufort County	2292	1.5	2325	1.4	2358	1.4	2391	1.4	99	4.3
Berkeley County*	2531	7.7	2711	7.1	2891	6.6	3071	6.2	540	21.3
Calhoun County	161	-3.0	156	-3.1	151	-3.2	146	-3.3	-15	-9.3
Charleston County	4850	2.4	4962	2.3	5074	2.3	5186	2.2	336	6.9
Cherokee County	680	-0.9	674	-0.9	668	-0.9	662	-0.9	-18	-2.7
Chester County	418	1.7	425	1.7	432	1.7	439	1.6	21	5.0
Chesterfield County*	543	1.9	553	1.8	563	1.8	573	1.8	30	5.5
Clarendon County*	406	-1.5	400	-1.5	394	-1.5	388	-1.5	-18	-4.4
Colleton County	526	1.4	533	1.3	540	1.3	547	1.3	21	4.0
Darlington County	839	-1.8	824	-1.8	809	-1.8	794	-1.9	-45	-5.4
Dillon County*	462	-2.5	450	-2.6	438	-2.7	426	-2.7	-36	-7.8
Dorchester County	1838	3.9	1907	3.8	1976	3.6	2045	3.5	207	11.3
Edgefield County	258	-3.0	250	-3.1	242	-3.2	234	-3.3	-24	-9.3
Fairfield County	291	-3.0	282	-3.1	273	-3.2	264	-3.3	-27	-9.3
Florence County*	1949	-0.9	1932	-0.9	1915	-0.9	1898	-0.9	-51	-2.6
Georgetown County	735	-1.6	723	-1.6	711	-1.7	699	-1.7	-36	-4.9
Greenville County	6313	4.1	6560	3.9	6807	3.8	7054	3.6	741	11.7
Greenwood County	888	1.6	902	1.6	916	1.6	930	1.5	42	4.7
Hampton County*	286	-1.7	281	-1.8	276	-1.8	271	-1.8	-15	-5.2
Horry County	3302	4.1	3433	4.0	3564	3.8	3695	3.7	393	11.9

County Name	Estimated Total # 4 y. o. in 2008- 09	Pct. Change in Total # 4 y.o. 2008 to 2009	Projected Total # 4 y. o. in 2009- 2010	Pct. Change in Total # 4 y.o. 2009 to 2010	Projected Total # 4 y. o. in 2010- 2011	Pct. Change in Total # 4 y.o. 2010 to 2011	Projected Total # 4 y.o. in 2011- 2012	Pct. Change in Total # 4 y.o. 2011 to 2012	Change in Total # 4 y.o. 2008- 09 to 2011- 2012	Pct. Change in Total # 4 y.o. 2008-09 to 2011-2012
Jasper County*	349	2.1	356	2.0	363	2.0	370	1.9	21	6.0
Kershaw County	805	2.0	821	2.0	837	2.0	853	1.9	48	6.0
Lancaster County	948	9.6	1031	8.8	1114	8.1	1197	7.5	249	26.3
Laurens County*	814	1.8	828	1.7	842	1.7	856	1.7	42	5.2
Lee County*	242	-4.4	231	-4.6	220	-4.8	209	-5.0	-33	-13.6
Lexington County*	3426	2.2	3500	2.2	3574	2.1	3648	2.1	222	6.5
Marion County*	449	-4.1	430	-4.2	411	-4.4	392	-4.6	-57	-12.7
Marlboro County*	329	-2.4	321	-2.4	313	-2.5	305	-2.6	-24	-7.3
McCormick County*	78	-1.3	77	-1.3	76	-1.3	75	-1.3	-3	-3.9
Newberry County	523	2.6	536	2.5	549	2.4	562	2.4	39	7.5
Oconee County	848	2.3	867	2.2	886	2.2	905	2.1	57	6.7
Orangeburg County*	1274	-2.2	1246	-2.2	1218	-2.3	1190	-2.3	-84	-6.6
Pickens County	1349	4.3	1405	4.2	1461	4.0	1517	3.8	168	12.5
Richland County	4955	1.6	5033	1.6	5111	1.6	5189	1.5	234	4.7
Saluda County*	244	1.7	248	1.6	252	1.6	256	1.6	12	4.9
Spartanburg County	3757	3.4	3880	3.3	4003	3.2	4126	3.1	369	9.8
Sumter County	1587	-0.4	1580	-0.4	1573	-0.4	1566	-0.5	-21	-1.3
Union County	317	0.6	319	0.6	321	0.6	323	0.6	6	1.9
Williamsburg County*	433	-4.2	414	-4.4	395	-4.6	376	-4.8	-57	-13.2
York County	3046	5.1	3193	4.8	3340	4.6	3487	4.4	441	14.5
State Totals	60605	2.3	61949	2.2	63293	2.2	64637	2.1	4032	6.7
County has <i>decrease</i> of 5% or more										
County has <i>increase</i> of 5% or more										
* County contains one or more of 37 Plaintiff school districts.										

\* County contains one or more of 37 Plaintiff school districts.

Data Source: US Census population estimates, 2000-2009, Office of Research and Statistics, SC Budget and Control Board.

**Table 4 Estimates and Projections of 4 year-olds in Poverty 2008-09 to 2011-12, By County**

County Name	Poverty Index 2008-09	Estimated # 4 y.o. in Poverty 2008-09	Projected Poverty Index 2009-10	Projected # 4 y.o. in Poverty 2009-10	Projected Poverty Index 2010-11	Projected # 4 y.o. in Poverty 2010-11	Projected Poverty Index 2011-12	Projected # 4 y.o. in Poverty 2011-12	Change in # 4 y.o. in Poverty 2008-09 to 2011-12	Pct.Change in # 4 y.o. in Poverty 2008-09 to 2011-12
Abbeville County*	75.92	221	75.09	218	75.09	219	75.51	220	-1	-0.5
Aiken County	66.76	1300	65.84	1317	65.74	1350	66.25	1396	96	7.4
Allendale County*	96.47	127	95.76	112	95.40	97	95.94	83	-44	-34.6
Anderson County	61.38	1474	60.05	1481	59.86	1515	60.62	1574	100	6.8
Bamberg County*	81.16	145	81.84	146	81.31	144	81.24	143	-2	-1.4
Barnwell County*	79.24	248	78.13	232	78.50	221	78.87	209	-39	-15.7
Beaufort County	62.41	1430	61.61	1432	61.80	1457	62.10	1485	55	3.8
Berkeley County*	68.11	1724	66.53	1804	66.73	1929	67.42	2070	346	20.1
Calhoun County	91.16	147	91.15	142	91.18	138	91.17	133	-14	-9.5
Charleston County	63.15	3063	63.11	3131	63.05	3199	63.10	3272	209	6.8
Cherokee County	74.85	509	72.56	489	72.52	484	73.68	488	-21	-4.1
Chester County	75.72	317	74.83	318	75.01	324	75.36	331	14	4.4
Chesterfield County*	77.47	421	76.09	421	76.02	428	76.75	440	19	4.5
Clarendon County*	85.09	345	84.60	338	84.08	331	84.59	328	-17	-4.9
Colleton County	87.86	462	87.14	464	86.94	469	87.40	478	16	3.5
Darlington County	79.90	670	79.27	653	78.95	639	79.42	631	-39	-5.8
Dillon County*	88.34	408	87.30	393	87.64	384	87.99	375	-33	-8.1
Dorchester County	56.23	1034	54.61	1041	54.38	1074	55.30	1131	97	9.4
Edgefield County	69.77	180	69.50	174	69.37	168	69.57	163	-17	-9.4
Fairfield County	92.15	268	91.91	259	91.59	250	91.87	243	-25	-9.3
Florence County*	74.79	1458	74.45	1438	74.14	1420	74.46	1413	-45	-3.1
Georgetown County	72.51	533	72.28	523	72.70	517	72.61	508	-25	-4.7
Greenville County	56.01	3536	54.57	3579	54.64	3719	55.32	3903	367	10.4
Greenwood County	69.43	617	67.90	612	67.68	620	68.56	638	21	3.4
Hampton County*	83.19	238	81.95	230	82.10	227	82.64	224	-14	-5.9
Horry County	70.20	2318	68.48	2351	68.23	2432	69.22	2557	239	10.3
Jasper County*	91.88	321	92.42	329	92.59	336	92.23	341	20	6.2

County Name	Poverty Index 2008-09	Estimated # 4 y.o. in Poverty 2008-09	Projected Poverty Index 2009-10	Projected # 4 y.o. in Poverty 2009-10	Projected Poverty Index 2010-11	Projected # 4 y.o. in Poverty 2010-11	Projected Poverty Index 2011-12	Projected # 4 y.o. in Poverty 2011-12	Change in # 4 y.o. in Poverty 2008-09 to 2011-12	Pct.Change in # 4 y.o. in Poverty 2008-09 to 2011-12
Kershaw County	64.61	520	63.36	520	63.06	528	63.84	545	25	4.8
Lancaster County	64.23	609	63.40	654	63.16	704	63.69	762	153	25.1
Laurens County*	77.16	628	75.95	629	75.85	639	76.50	655	27	4.3
Lee County*	96.30	233	96.59	223	96.18	212	96.24	201	-32	-13.7
Lexington County*	50.89	1743	49.78	1742	49.84	1781	50.36	1837	94	5.4
Marion County*	91.30	410	90.77	390	90.80	373	91.05	357	-53	-12.9
Marlboro County*	91.74	302	91.65	294	91.36	286	91.55	279	-23	-7.6
McCormick County*	89.72	70	89.36	69	89.40	68	89.56	67	-3	-4.3
Newberry County	73.99	387	72.94	391	72.96	401	73.48	413	26	6.7
Oconee County	67.21	570	65.69	570	65.73	582	66.47	602	32	5.6
Orangeburg County*	88.43	1127	87.89	1095	87.72	1068	88.07	1048	-79	-7.0
Pickens County	58.62	791	56.99	801	57.17	835	57.89	878	87	11.0
Richland County	65.71	3256	65.10	3276	65.04	3324	65.37	3392	136	4.2
Saluda County*	75.91	185	75.53	187	75.49	190	75.70	194	9	4.9
Spartanburg County	64.65	2429	63.17	2451	63.06	2524	63.86	2635	206	8.5
Sumter County	78.35	1243	77.43	1223	77.41	1218	77.88	1220	-23	-1.9
Union County	77.08	244	75.65	241	75.36	242	76.22	246	2	0.8
Williamsburg County*	95.93	415	95.47	395	95.44	377	95.68	360	-55	-13.3
York County	48.48	1477	47.49	1516	47.34	1581	47.91	1671	194	13.1
State Totals		40153		40294		41024		42139	1986	4.9
County has decrease of 5% or more										
County has increase of 5% or more										
Poverty Index=Percentage of students eligible for Federal free- or reduced-price lunch program and/or eligible for Medicaid.										

\* County contains one or more of 37 Plaintiff districts.

## **Summary**

This chapter has provided an initial summary of demographic shifts which have occurred within and across the counties of South Carolina. Specifically, the chapter has highlighted the major demographic, social and economic variables which serve as predictors of the causes of demographic change and persistent poverty. These same variables, namely high chronic unemployment, job layoffs and plant closings, and net [out-] migration of the population, can either alone, or in combination with each other, exacerbate the level of poverty within counties, communities, and school districts. All of these can impact student achievement and contribute to systemic school failure across large segments of the population.

## **Recommendations Based on a Review and Analysis of Demographic Change by Counties with High Minority Populations**

- Pass legislation requiring transparent data sharing among the following state agencies to further study and address systemic poverty and its impact on early childhood education as a means to help close the achievement gap. In particular, the study committee shall exist to make recommendations to successive Governors and members of the General Assembly with a timeframe to address eliminating poverty by 2050. Participating agencies should include, but not be limited to:
  1. SC Commission for Minority Affairs
  2. SC Department of Social Services
  3. SC Department of Commerce
  4. SC Department of Education
  5. Education Oversight Committee
  6. SC Department of Health and Human Services
  7. SC Employment Security Commission
  8. University of South Carolina
  9. Clemson University
  10. SC State University
  11. SC Department of Health and Environmental Control
  12. SC Head Start Collaboration Office



### **13. SC Department of Mental Health**

### **14. SC Office of First Steps**

- Fund state level efforts to examine the impact of plant closings, high unemployment and other key variables and how these variables perpetuate poverty among families and communities.
- Commission a review of state taxation policies to fiscally address fully funding early childhood education for the population age 0 to five.
- Commission an examination into employment, workforce development and economic development to comprehensively address the impact of chronic unemployment and underemployment, particularly in urban and rural communities experiencing economic distress.
- Develop and implement a balanced economic development strategy for urban and rural South Carolina.

## **Chapter 1 End Notes**

<sup>1</sup>We present a disclaimer here. Not all state agencies provided information or the data requested for the analysis work for this chapter, as well as in other chapters in the Report. The South Carolina Commission for Minority Affairs has made every attempt to obtain all statistical information from relevant state agencies responsible for maintaining data based on current state and federal regulations. Thus, all subsequent data and analysis is based on the most current and available data sources. Each data source will be cited and all information can be made available upon request.

<sup>2</sup>South Carolina operates a state data warehouse or data clearinghouse managed through the South Carolina State Budget and Control Board. The Commission for Minority Affairs has worked closely with numerous staff persons, who were instrumental in providing various data not available from the Office of Research and Statistical Services website. We are grateful for this direct assistance.

<sup>3</sup>The South Carolina Commission for Minority Affairs has also worked diligently to link to other data publicly available on the websites of state agencies. However, recent state budget cuts have severely curtailed the agency's ability to obtain this data and link electronically to other state agencies' websites. In addition, staff turnover and reductions at other state agencies has also made it difficult to expand data collection and joint information dissemination efforts. The Commission recommends that more funding be allocated to state agencies to ensure that adequate provision of data sharing among agencies can reasonably occur. This is critical to the development of sound public policy for children ages 0 to 5 and their families.

<sup>4</sup>Current statutory regulations do not require state agencies to share data with each other, including the SC Commission for Minority Affairs. However, many state agencies do have Memoranda of Understanding or Memoranda of Agreements with each other. The Data Warehouse initiative seeks to correct this situation while maintaining confidentiality of personal identifying data. The Commission recommends that cross sharing of information for decision making, as well as to link the minority populations to essential services, be required of all direct service state agencies. This will better enable the Commission to disseminate timely information to each constituent minority population it is charged to serve.

<sup>5</sup>In most cases, for this chapter, county level data is sorted from lowest to highest indicator to highlight various statistical measures of poverty (and deprivation). This is not done to show the state in a negative light, but to point out the reality of where the state or county stands on a particular statistical indicator.

<sup>6</sup>Bar charts and graphs will indicate only the top twenty (20) counties. More detailed data and additional charts are available upon request.

<sup>7</sup>Sources of the data for Table 1 are as follows:

- 2008 Census Population Estimate – US Census Bureau, [www.census.gov](http://www.census.gov).
- 2008 Median Household Income – US Census Bureau, Small Area Income and Poverty Estimates, [www.census.gov/SAIPE](http://www.census.gov/SAIPE).

- 2008 Annual Average Unemployment Rates – US Department of Labor, Bureau of Labor Statistics, [www.bls.gov](http://www.bls.gov).
- 2008 Poverty Estimates – US Census Bureau, Small Area Income, and Poverty Estimates (SAIPE, [www.census.gov/SAIPE](http://www.census.gov/SAIPE)).

<sup>8</sup>US Bureau of Labor Statistics; [www.bls.gov](http://www.bls.gov).

<sup>9</sup>US Census Bureau, Small Area Income and Poverty Estimates, [www.census.gov/SAIPE](http://www.census.gov/SAIPE)

<sup>10</sup>The two columns containing the poverty estimates for all ages and the percent of the poverty population for all ages are included in the table as separate data. The race and ethnicity percentages are based on the 2008 population estimate in the first column and should not be interpreted to mean that the entire percentage of that racial or ethnic group lives below the poverty level.

<sup>11</sup>Explanations for the demographic changes vary, but include federal policies such as the North American Free Trade Agreement (NAFTA) as contributing to the growth of the Hispanic-Latino population, as well as the population undercount of all minority populations.

<sup>12</sup>Tables and charts with data for all forty-six counties can be made available upon request. All tables will be provided in a separate appendix of statistic data tables.

<sup>13</sup>This can also be due in part to the undercount of minority population in the last census period.

<sup>14</sup>Data was obtained on plant closings and layoffs from the SC Department of Commerce. Attempts to link the NAICS (North American Industry Classification System) code data to obtain average wage and salary data at the time of the compilation of this report was unsuccessful. Data will be provided upon request at a future date and on the Commission for Minority Affairs' Website.

<sup>15</sup>Source: U.S. Bureau of the Census, Small Area Income and Poverty Estimates (SAIPE), [www.census.gov/SAIPE](http://www.census.gov/SAIPE). The Census Bureau does not provide poverty rates at the county level for children under age 5. The Bureau does provide a state level poverty rate for persons under age five who live in families with incomes below the poverty level.

<sup>16</sup>Tables 2 and 3 are provided by the Education Oversight Committee, and are explicitly included in the 2008-2009 Implementation and Expansion of the Child Development Education Pilot Program (CDEPP) as Tables 7 and 8.

For clarity, we make the distinction between a population estimate and a population projection. [The] population estimate is derived from a beginning (base) population total. Population totals during the census period are based on the 2000 census. From the base population, an estimate for a particular census year is obtained. A specific population methodology is applied to the population estimate for a particular year in order to determine future population. (Typically, the components of population change methodology are used to develop future population

projections). This future number is called a population projection, which in this case is only for the four year old population.

<sup>17</sup>The federal income criteria for Free and Reduced Lunch and Medicaid are based on different percentages of the poverty level and family size. This will be covered in Chapter 3 of this Report.

## **Chapter 2: Literature Review on Poverty and Public Policy Ages 0 to 5 Educational Achievement**

### **Introduction**

The previous chapter of the report provided a discussion of population and demographic shifts, and its relationship to poverty rates among individuals and families across South Carolina. An examination of the data revealed that when compared to other states, South Carolina's poverty rate is higher than the U.S. average, and the state's poverty rate is consistently one of the highest poverty rates within the Southeastern region of the United States. Many assume that high poverty rates are associated primarily with race. However a more comprehensive analysis would also examine how poverty is further explained within a multivariable context of the following variables in a systematic fashion: (1) income levels, (2) business or industry mix within the counties and persistently poor regions of the state, (3) the percentage of working age adults with higher than average or livable wages (above or below regional, state, and national averages), (4) migration of jobs into (and out-of) communities, (5) the educational attainment level of parents (a proxy measure for parental involvement), and (6) current and historical state investments in the yearly education of children in the state.

This section of the report provides a brief content review of the research literature involving early education and its relationship to closing the achievement gap for South Carolina's children. Most of the discussion of the achievement gap within the literature, and among educators and practitioners within the state, focus attention on the achievement gap differences between White students and African-American students. It is important to note however, that the education of children in South Carolina must take into consideration the increasing diversity by race and culture, namely the Native American, Hispanic Latino and Asian populations. In some cases, the South Carolina Commission for Minority Affairs' staff has found that many citizens, professionals and legislators are unaware of the changing, diverse mix of the state's population. In particular, while many may be aware of the presence of the Hispanic population in South Carolina, many in the aforementioned group are unaware of the Native American population within the state. Specifically, it is important to recognize as one moves across the state, that the state is both racially and culturally diverse, and therefore an increased knowledge of each population is essential to ensuring that the proper investments are continually made in early education so that the entire state population will benefit.<sup>1</sup>

### **Organization and Discussion of the Literature on Achievement<sup>2</sup>**

The research staff of the South Carolina Commission for Minority Affairs has grouped the research literature reviewed for the *Preliminary Report issued February 2009* and subsequent research findings on early education achievement and the achievement gap into five broad areas:

- [The] Cognitive Development of Children Ages 0 to 5
- The Role of Parental Involvement in Student Achievement
- Ages 0 to 5 School Readiness: National and South Carolina Perspectives
- The Root Causes of Poverty and Potential Achievement Gap Impacts
- Overview of State Efforts to Address the Achievement Gap Through Empirical Research

These five broad categories are non-exhaustive and chosen to reflect a limited, but fairly comprehensive range of examination on the achievement gap. The remainder of this chapter summarizes the research literature in these five areas.

### **(1) Cognitive Development of Children Ages 0 to 5<sup>3</sup>**

Within the area of cognitive development of children ages 0 to 5, the recent literature has focused primarily in three key areas:

- [The] Proper brain development of children, especially between ages 0 to 3
- Importance of child nutrition, preventative health measures, and healthy child development
- Early parental outcomes of children – particularly the ability of children to enter Pre-Kindergarten, Kindergarten, or the First Grade ready to learn.

#### *Proper Brain Development*

A great deal of evidence in the public health, child and nutrition literature speaks to the impact that proper nutrition has on brain development. Both specialized studies as well as statistical data provided by the United States Department of Agriculture (USDA) specifically addresses issues of poor nutrition within a poverty context. In particular, state data published by USDA Food and Nutrition Service and the Food Research Action Center (FRAC) lists South Carolina in the top four high poverty, high food insecure states in terms of food insecurity<sup>4</sup>. South Carolina ranks fourth behind Texas, Mississippi and Maine (Maine is an anomaly due to its smaller population base, relative to the other states). Both the USDA and FRAC also provide evidence of how poor educational achievement levels, as measured by (lower) standardized test scores can be directly explained by high poverty and high food insecurity. Insecurity by definition relates to the adjustment in the provision of food made by households as a result of insufficient income earnings that can keep pace with the costs of purchasing food. Food insecurity is also measured in terms of the amount of time individual family members, including children go hungry throughout the month. In this regard, statistical data on free and reduced lunch for South Carolina public schools reveal that approximately fifty seven percent (57%) of all South Carolina public school students, regardless of school are eligible for free and/or reduced lunch. However school district percentages vary widely, from approximately less than one in four students to nine-out-of-ten students in both urban and rural districts across South Carolina.

#### *The Role of Child Nutrition, and Preventative Child Health in Healthy Child Cognitive Development*

An extension of poverty's impact on cognitive child development in South Carolina is associated with the lack of healthy food choices. This can be seen by looking at such indicators as low birth weight data and infant mortality rates by race and ethnicity<sup>5</sup>. The State of South Carolina has a high percentage of low birth weight babies as well as high minority infant mortality rates. These two trends can be explained in part by the historical under-investment in prenatal and adult healthcare by the state, the higher percentage of families in the state without adequate health insurance, the lack of available doctors in rural areas, and the delay of (new) mothers to seek prenatal care.

## **(2) The Role of Parental Involvement in Student Achievement**

A number of studies have been published in recent years discussing the importance of parental involvement in early learning outcomes of children ages 0 to 5. The bulk of these studies have been national in scope. Based on research conducted by the Commission for Minority Affairs, few if any have focused specifically on South Carolina. The exception has been studies conducted by the Education Oversight Committee, the Office of Head Start (Health and Human Services, Early Knowledge and Learning Center) and the Research Triangle International.<sup>7,8</sup>

Specific studies on parental involvement within the past decade have focused on key areas in which poverty and deprivation (and its reduction) has served to help explain part of the increase (decrease) in the educational achievement gap of children prior to the entering of the first grade. A summary of these studies is provided below.

First, a range of studies has focused in general on the mother's role in being actively involved in the early learning of the children. These studies have emphasized the role of the single mother, or in the broader context, "single parent families" or single heads of household and active involvement or learning outcomes in children. Few studies are readily available which focus solely on the role of the father, his active involvement with parenting, communication or articulation of learning outcomes with pre-school, kindergarten teachers and other officials on the learning outcomes of his children.

Rimm and Zhang (2005) specifically focused on the father's role of communication and its effect upon achievement of pre-school and kindergarten children. Communication involved face-to-face interaction between the father and the teacher, and this was used as the primary means of defining parental involvement. In terms of the potential impact of poverty, the authors utilized socioeconomic status as a specific factor in helping to explain its impact on father involvement and early educational achievement outcomes. The authors found that:

- Father-school involvement was highly variable across families, but present within communities.
- Father-school involvement and communication decreased between preschool and kindergarten, typically as the father pursued income earning and related job opportunities.
- Father interaction with children regarding educational achievement was more frequent when the father was able to return home (from work or other activities) and spend quality time with the children.
- With kindergarten age children (four and 5 year old children), frequent father-school communication was highly correlated with the presence of family rules in general, as well as those emphasizing educational achievement.<sup>9, 10</sup>

Other studies have emphasized family involvement from the traditional “[two-] parent” context. Overall, these studies focus on several dimensions of involvement, and in turn, its relationship to early educational outcomes of the child. These include: <sup>11</sup>

- The presence of both the father and mother in the home within the context of marriage;
- The “interaction effect” of socioeconomic variables of family and the external community environment, as determinants of child educational outcomes. These variables include married families with children, higher (median household or family) income levels [regardless of race or ethnicity], and communities characterized as low-income areas but which provide locational access to educational amenities (public libraries, museums, and other facilities or programs);
- A supportive, engaged, business, civic and faith community.

A third area of literature study related to family involvement relates to family-school communication, particularly in the context of transition of the child from pre-school to kindergarten.

Rimm-Kaufman and Pianta (2005) examined the importance of family-school communication for preschool children entering kindergarten. Several findings are critical regarding the family-school communication, the existing family experience of direct interaction with school teachers and officials, and the ability of children to make a smooth transition from pre-school to kindergarten, and on to the first grade. The authors note that:

- [Whether intended or not] Families experience great discontinuity in the frequency of family school communications between pre-school and kindergarten [and inferred, the first grade].
- Intervention programs personnel that address the transition to school should recognize the need to coach families with children shifting from pre-school to kindergarten. Coaching should involve both school officials and teachers identifying best practices of family involvement to assist each parent to ease the transition of children from kindergarten into elementary school. The implementation of these culturally identified best practice approaches by teachers who work with families is needed even when less communication is evident. This would include when the school structure and community conditions make it more difficult for parents to be involved, or if parents receive fewer invitations, particularly among low-income, minority or bilingual children.
- When frequent attempts by teachers and school officials fail, it can call into question their sincerity about getting families involved.

Rimm-Kaufman and Piata cite Hoover-Dempsey and Sander’s (1997) work which states: “It is not just enough for schools to invite families to be involved but rather [school officials and teachers] need to help families (regardless of race, ethnicity, community location and poverty status) realize their role and efficacy in influencing their child’s education.”



### **(3) Ages 0 to 5 School Readiness: National and State Perspectives**

A third general area of importance in examining the achievement gap literature for children ages 0 to 5 involve national and state perspectives on existing programs of childcare and school readiness. These programs can be grouped as follows:

- Federally-funded national based or model preschool programs;
- State run preschool programs;
- Private sector and/or non-profit organization childcare programs;
- Faith-based pre-school programs.

The research literature is replete with journal articles and publications advocating each type. However, for small states such as South Carolina with its higher-than-the national average poverty population, we include a few summary articles on federally funded (national) pre-school and early education programs, and state run pre-school programs. The intention of the literature review covered, from the perspective of the South Carolina Commission for Minority Affairs, is not to advocate one type of program over the other, but to provide a brief summary of where the state's poverty populations are served.

The Rand Corporation (2004) examined the size of the achievement gap at the state level for pre-school age children within the context of poverty status, and which types of programs exist within California that are serving children to address the achievement gap.<sup>13</sup> The RAND Corporation study sought to answer two questions:

- What can be done (by states) to promote healthy child development and school readiness?
- Will providing affordable childcare for low income working families make a difference?

To provide answers to these questions, the RAND Corporation examined the influence of living in poverty level families, other demographic variables, and the rate of access to high quality early childhood education programs on the size of achievement gap shortfalls in the early elementary grades. The study also examined how publicly funded early childhood education programs are structured, as well as how effective funds for these programs are being spent.

The principle findings of the RAND study were:

- **[Regarding children from impoverished backgrounds]:** In California, twenty-three percent (23%) of children fall below the federal poverty guidelines, and an additional thirty (30) percent of children live in families that are below the state's average income. In regards to publicly funded programs, slightly over fifty percent of three and four year old children are eligible for at least one targeted program.
- **[Regarding Publicly Subsidized Early Childhood Education Programs]** In California, eighty-one percent (81%) of preschool age children are served by developmentally oriented programs. [However,] There has been little systematic impact measurement of

care quality relative to the use of public resources to see if the utilization of public resources produces early child development benefits evident in research on high quality programs.

- **[On Funding]** Because of limited funding through state appropriations, most three year olds, and fifty percent (50%) of four year olds eligible for subsidized funding in early childhood education programs were not being served through publicly funded early childhood education programs.

### *Reports of the Brookings Institute*

The Brookings Institute's Future of Children (FOC) Report Series provides a politically neutral assessment of both model child-parent programs, as well as the Federally Funded Head Start Program. The FOC Reports (2005) examined the achievement gap from a number of perspectives including:

- Assessment of Children
- Racial and Ethnic Resources
- Genetic Differences of School Readiness
- Cognitive Achievement
- Health Disparities
- Early Education and Care<sup>14</sup>

The Future of Children Reports provides feedback on programs such as both the nationally recognized model parent-child early education programs (High Scope-Perry, Chicago Child-Parent and Abecedarian programs) as well as federal to locally funded Head Start programs within states. The Brookings research examined the ability of program classroom teachers to help in the cognitive development of the child in order to help close the achievement gap. Particularly, Manguson and Woldfogel (2005) state that the Head Start program appears to have beneficial cognitive and behavioral effects for the children it serves, although the magnitude of the effects and length of time they persist can vary by race and ethnic group(s).<sup>15</sup>

Other researchers in the Future of Children Reports also emphasize the importance of publicly funded early childhood education programs like Head Start in providing early education and training as a vehicle for low income children who reside in families and communities who could not otherwise afford private early learning and care. These researchers identify the Head Start program as important to serving both low income and rural children. They also cite the importance of the community based structure of Head Start councils and their requirement of parents with school age children to be actively involved in the policy making and program implementation process of early learning and education. They also, however, note that while efforts in closing the achievement gap can vary from program to program and state to state, White and Other race children benefit from the achievement gains experienced by African American, Hispanic, and Native American children through learning and peer effects.

#### **(4) The Root Causes of Poverty and Potential Achievement Gap Impacts**

Thus far, this brief literature review has focused on national and state perspectives on studies which discuss reasons why the achievement gap continues to persist. The focus of this review now shifts to identifying the root causes of poverty for the state of South Carolina, and their potential impacts on the achievement gap between White and Minority children across the state. A clear understanding of the root cause of poverty involves identifying where poverty persists in the state and who is impacted the most by it. These are the first few steps needed for recognition of what potential actions can help to bring about improvement in achievement gap scores, thus ensuring that all children can have positive learning outcomes as they participate in school from the first grade and throughout their entire educational experience.

##### *Root Causes of Poverty Linked to Current Policy Implementation*

The root causes of poverty in the state are a historical problem with many facets. First, the root causes of poverty do not rest solely or specifically with the individual actions of certain populations or groups. The root causes of poverty can be traced to certain policies rooted in state laws that have not been properly addressed in a comprehensive manner. These include, but are not limited to:

- A lack of comprehensive tax policies, which can assist businesses to create jobs and pay livable wages.
- A review, assessment and realignment of the education funding formula that properly funds education at all levels and locations across the state.
- The coordination of culturally identified programs and best practices of early education, childcare, parental involvement and community services by local education agencies, state agencies, businesses, and concerned citizens within communities across South Carolina.
- Continued low investment in human capital, and a consistent lack of a sincere political commitment to invest in early education, secondary education, adult education and workforce development.

##### *Root Causes of Poverty Impacting Individuals and Families*

In addition to poverty impacts emanating from the lack of certain comprehensive policy implementation, persistent poverty can also be linked to problems impacting individuals and families. These include but are not limited to the following:

- Individuals and families living in situational or multi-generational poverty coupled with problems related to abuse, substance and drug use, and domestic violence.
- Individuals who have dropped out of high school.

- Individuals with criminal records particularly with felony or related criminal offenses that cannot be expunged.
- Individuals and families who have experienced long-term job loss, chronic unemployment and underemployment.
- Working individuals who cannot accept or afford childcare or do not have [transportation] access to childcare.
- Individuals or families who do not have health insurance or access to quality healthcare.
- Working individuals who desire new training, but who work for employers who are unwilling to invest in additional job training.

#### *Potential Impacts on the Ages 0 to 5 Achievement Gap*

The partial listing of each policy, and individual and family impacts listed above can contribute directly and indirectly to low levels of academic achievement for all South Carolina children. Low attainment levels and a widening achievement gap have each been identified as detrimental problems to the state's overall competitiveness by state agency educators, legislators. Efforts have been made over the past decade to address closing the achievement gap within the population ages 0 to 5. Efforts to close the achievement gap have been undertaken by each of the aforementioned groups. However (in some cases), much of the work has not been fully coordinated into a single comprehensive strategy that addresses closing the achievement gap. More importantly, there has not been a real sustained effort to seek sustained comprehensive funding investments towards educational initiatives aimed at closing the achievement gap.<sup>15</sup>

Since 2003, public/private efforts to address closing the achievement gap have been undertaken. These efforts have focused on addressing the issue of parental involvement and workforce development training for both the minority population in general, and the poverty population regardless of race. Parental involvement, workforce training and development within the context of the achievement gap, and the root causes of poverty have been the focus of the business and education communities, as well as other key partners and leaders.

Specifically, to begin a long term effort to address the root causes of poverty, representatives from New Carolina, the South Carolina Commission for Minority Affairs, the State Department of Commerce, the State Department of Education, the State Chamber of Commerce, and other public and private organizations view parental involvement, workforce [re-]training and economic development (linked to higher wage jobs that can lift families out of poverty) as not only important, but critical to improving the well-being of children and families. Not only are these efforts critical relative to addressing the achievement gap, but also to ensuring a long-term strong business and employment climate in South Carolina.<sup>16, 17, 18</sup>

## **(5) Overview of State Efforts to Address the Achievement Gap Through Empirical Research**

The final section of the literature review identifies research efforts by state researchers and entities responsible for examining closing the academic achievement gap and improving early learning outcomes. Much of this work involves two key focus areas:

- An examination of key risk factors prevalent in South Carolina which prevent the state's children from being ready to enter the first grade, or being successful in the first few years of elementary school, and
- An examination of general factors that influence educational achievement in children [in elementary and secondary education].

In addressing the risk factors associated with children being retained in school, Dr. Baron Holmes of the State Budget and Control Board (2000-2008) has utilized administrative data from state agencies to identify a [sub-] set of readiness risk factors associated with young children not being ready to enter school.<sup>19</sup>

Dr. Holmes' research provides estimates of the total and percentage statistics of students who have been retained or who score below basic in reading (language arts and/or mathematics). Holmes' research has been provided to several state agencies responsible for early education. The data provided has also been utilized in other state level grant initiatives that focus either on closing the achievement gap, or highlighting and providing recommendations in areas that state educators and elected officials should address if educational achievement outcomes are to be improved.<sup>20</sup>

### *The RTI International I-95 Corridor Study*

In December 2009, a study of the I-95 Corridor, arguably South Carolina's most economically depressed region was recently published by RTI International. The study in particular focused not only on broad based issues with education, but also looked at other areas that impact community policy and development outcomes. These include infrastructure, health disparities, poor fragmented leadership, and social service disparities. A summary of recommendations from the study highlighted the need for area leaders to work with state officials in a coordinated fashion to make sustained investments in public education and to work in collaboration to facilitate economic development in the region. This would help to address other problems associated with poverty and deprivation mentioned as outcomes in the RTI International study.<sup>21</sup>

### *Other State Level Studies on Addressing the Achievement Gap*

Rainey and Murova (2004) examined the impact that parents' educational attainment levels, as well as a series of school policy variables, school resources and demographic variables have on academic achievement test scores. The authors examined elementary, middle, and high school test scores in four states: Arkansas, Louisiana, Oklahoma and Texas.<sup>22</sup> Their test of several state

level regression models found that parents' educational levels have a great influence on the academic achievement levels of children. Other findings include:

- School size (in limited cases), the availability of more [yearly] educational funding resources allocated, and the efficient utilization of school resources also have a positive influence on academic achievement;
- School consolidation in economically distressed districts, where the community has a higher percentage of parents with limited education [or lack additional education] and training will not [necessarily] lead to significant improvement in student test scores;
- Both authors emphasized the importance of correctly specifying models of academic achievement, and the inclusion of expenditure and school policy variables, to increase the model(s)' explanatory power. This will enable the proper use by state education officials and legislators to help improve academic outcomes on behalf of the state's children.

### **Summary**

This chapter has provided a summary of the research literature on closing the achievement gap. While not an exhaustive review of the education literature, the chapter has sought to provide literature summaries including national as well as the most recent efforts by state educators and policymakers. The research staff of the South Carolina Commission for Minority Affairs recognizes that there are other areas of research that are equally important in helping to understand and to address closing the educational achievement gap. These areas include:

- **Culturally Relevant Pedagogy and Teaching**
- **[Teaching] Curriculum and Instruction**
- **Community, School and the Classroom Environment**
- **Educational and Social Psychology of Children**
- **School Social Work**
- **School Counseling and Guidance**

The information summarized thus far can be used to develop a preliminary set of recommendations, which follow. Recommendations will also be given in subsequent chapters relative to the identification of state programs and other efforts aimed at closing the achievement gap for children ages 0 to 5 in South Carolina.

### **Recommendations Based on the Review of Poverty and Policy Literature**

- Fund annually and maintain a state level initiative on early education to address the achievement gap in South Carolina.
- Seek state and private funding to conduct ongoing research on the achievement gap.
  - School District
  - Regionally for High Poverty Distressed Areas
  - Sub-regional County and other specially designated areas

- Form State approved regional alliances to address early education and achievement gap issues and their implications to the state.
- Implement a plan to align existing closing the achievement gap goals with National Education Standards on Education and Early Care.
- Seek legislative and private funding to conduct research on the factors influencing educational achievement in South Carolina.

## **Chapter 2 End Notes**

<sup>1</sup>The lack of racial and cultural diversity is also evidenced within key state agency data systems. This, however, is not a criticism of state agency staff data or systems, but highlights in some cases, the requirements of federal administrative programs on what specific types of data can and should be reported. Specifically, key agency data is often reported in the categories “White”, “Black” (African-American) and “Other”. The Commission research staff has found that the Native American population is not captured in most state data systems at all, and that the Hispanic and Asian populations are in some cases grossly undercounted. This has major policy and resource allocation implications in several areas, not excluding early educational investments to help reduce and eliminate the achievement gap.

<sup>2</sup>Several individuals are recognized for contributing to this section. These individuals include four student interns (Atensia Earp, Yvonne Cooper, Sabrina Guess, and Terrence Johnson). Additional assistance in the initial work on background literature and recommendations, and research was provided during the 2008-2009 Fiscal Year from the following individuals: Dr. Barron Holmes, Dr. Ann Winstead, Dr. Marion Sillah, Mr. Jim Darby, Mr. Bruce Mills, Ms. Janie Davis, Mr. Benjamin Washington, Jr., and Ms. Aisha Staggers. Ms. Staggers provided an extensive reference list in order to glean information on policies and programs. These individuals conducted a special review of the education, federal policies on education and attainment, and an identification of community structures that support early education. A synthesis of their findings can be made available upon request.

<sup>3</sup>A synopsis of each article, book or special study was developed by the research staff of the South Carolina Commission for Minority Affairs and is available upon request.

<sup>4</sup>See Nord and Prell, “What Does It Mean To Be Food Insecure”, USDA Amber Waves, June 2007. Also see [www.frac.org](http://www.frac.org) regarding the Health Consequences of Hunger and its impact on learning outcomes in mathematics and reading.

<sup>5</sup>See End Note 1; The statistical data discussed in the previous Chapter on Demographic Shifts by County, Race and School Districts utilized the Bureau of the Census components of population change methodology. The primary formula is:

$$\begin{aligned} &\textbf{Population Change} = (\textbf{Births-Deaths}) + (\textbf{Immigration-Outmigration}) \\ &\textbf{or Population Change} = (\textbf{Natural Population Increase}) + (\textbf{Net Migration of Population}) \end{aligned}$$

Statistical data on births and death was provided through the SC Department of Health and Environmental Control. Data obtained from vital records while confidential, underreported Hispanic population and grossly underreported the Native American population.

<sup>6</sup>While not provided in this Report, these data can be provided upon request.

<sup>7</sup>We note that the Office of First Steps has recently released its 2003-2013 Strategic Plan study. The study does mention the role of parental involvement in early education.



## **Chapter 2 End Notes - Continued**

<sup>8</sup>The RTI International Study released in December 2009 was commissioned by the legislature to look specifically at counties in the I-95 corridor and highlight concerns across several areas including public education.

<sup>9</sup>The authors of this research recommended the development and adoption of policy guidelines created by the National Center for Early Development and Learning (NCEDL). The NCEDL's goals include:

- Improving the quality and frequency of relationships among peers, preschool, and kindergarten teachers to improve educational outcomes;
- To minimize children becoming at risk for academic failure.

<sup>10</sup>The authors also recommended that school officials, psychologists and social workers consider the father's role (in the schooling of their children). The father's role has been an under-utilized resource and more importantly, the link between the father and the school can bridge opportunities to ease the child's transition to kindergarten (regardless of the economic status of the community).

<sup>11</sup>[Again] The SC Commission for Minority Affairs research staff can provide summary article information, as well as a partial listing of references upon request.

<sup>12</sup>Sara E. Rimm-Kaufman and Robert C. Pianta, "Family-School Communication in Preschool and Kindergarten in the context of a Relationship Enhancing Intervention", in *Early Education and Development*, Volume 16, Number 3, pages 287-316 (July 2005).

<sup>13</sup>Publicly Funded Early Care and Education Programs for California Pre-School Age children, RAND Corporation, 2004.

<sup>14</sup>The Future of Children; School Readiness: Closing Racial and Ethnic Gaps, (Volume 15, Spring 2005), Brookings Institution.

<sup>15</sup>Ibid, See pp 174-177. While there has been an admission that an achievement gap exists between the White and the African American population, examination of the reasons vary. Poverty and its various manifestations have been mentioned, but typically the focus has stressed individual and family variables or [hypothesized] causes, not policy implementation to increase funding for public education.

<sup>16</sup>Two significant outcomes have occurred through this work: The first is the recognition of parental involvement as essential in regards to a child's ability to learn. The work by the partners mentioned earlier also focused on ways to foster an understanding and to get the business community to provide alternatives for parents to address the educational and early learning needs of their children; also, where possible to assist parents in locating funding, purchasing books for their children, or locating high quality childcare and early learning activities which can aid in long term improvements in closing the achievement gap.

## **Chapter 2 End Notes - Continued**

<sup>17</sup>The second significant outcome resulted in the passage of key policies with educational (achievement) and key workforce development components in the state. The principal policy is the Education and Economic Development Act (EEDA) of 2005. Although the Act focuses heavily on 8<sup>th</sup> through 12<sup>th</sup> grade academic achievement and career outcomes, the EEDA does include exposure and the introduction of career concepts to students in the early grades.

<sup>18</sup>The Executive Director of the SC Commission for Minority Affairs has been instrumental in the development of a Draft Action Plan to Address the Root Causes of Poverty. This draft action plan is available upon request.

<sup>19</sup>Holmes' research identifies nine specific "Readiness Risk Factors". For each of these risk factors, he estimates, using administrative records data, the total number and percentage of children possessing each risk factor. From these totals (percentages), he estimates the percentage of children who (based on the risk factor) would subsequently be retained by the third grade. The South Carolina Commission for Minority Affairs Research staff views the findings from the work on Dr. Holmes as important to providing a clear understanding of the achievement gap by race and ethnicity.

It is therefore recommended that additional work is undertaken to identify and statistically model these Readiness Risk Factors by detailed race and ethnicity below the county level for each population that the Commission serves through state statute (the African-American, Native American, Hispanic-Latino, and Asian population). This research would include the School District level. This can be done, primarily through the Budget and Control Board's Data Warehouse function, and a cooperative agreement between the Commission for Minority Affairs and each agency responsible for the repository of the particular administrative data. Funding from the legislature is also critical to implementing this research. Please refer to the fifth bulleted recommendation provided earlier in the Recommendations at the end of this chapter.

<sup>20</sup>These agencies include the State Head Start Collaboration Office, the Office of First Steps (which has utilized these findings in their strategic visioning process), and the Education Oversight Committee. As far as recent grants, this work has been used to assist with the Early Childhood Comprehensive Systems Grant. Other agency or grant omissions are due to an inability to obtain any other information.

<sup>21</sup>Copies of the RTI International Report on the I-95 Corridor were not available at the time of this report.

<sup>22</sup>The Regression model estimated in the study of state educational attainment by Rainey and Murova is recommended for further study by the research staff of the South Carolina Commission for Minority Affairs. In particular, research economists, educators, and social researchers from the state's three research universities, South Carolina State University, Francis Marion University, and representatives from the State Budget and Control Board could work with the Minority Affairs staff to estimate this model and report its findings to the appropriate

## **Chapter 2 End Notes - Continued**

state legislators. For a complete explanation on estimating and testing this model, see “Factors Influencing Educational Achievement”, in Applied Economics, Volume 36, 2004, pages 2397-2404.

The explicit model (with some changes in variable names) for clarity is:

### **Model Specification by Rainey and Murova (2004):**

$$\begin{aligned} \text{TESTSCORE} = & \alpha + \beta_1 \text{ LIBRARIANS} + \beta_2 \text{ COUNSELORS} + \\ & \beta_3 \text{ AVGTSALARY} + \beta_4 \text{ CHILD/TEACH} + \beta_5 \text{ TOTSTUDENTS} + \beta_6 \text{ RACESTUDENT} + \beta_7 \\ & \text{FREEREDLUNCH} + \beta_8 \text{ STUDISABLE} + \beta_9 \text{ DROPOUTS} + \beta_{10} \text{ MEDHINCOME} + \beta_{11} \\ & \text{PCTNODIPL} + \beta_{12} \text{ PCTDIPLOMA} + \beta_{13} \text{ PCTBACHDEG} + \beta_{14} \text{ NUMSTDTESTS} + v_i + e_t + \varepsilon \end{aligned}$$

where:

TESTSCORE (Dependent Variable) = State test score from state administered tests  
LIBRARIANS = total number of librarians available  
COUNSELORS = total number of (guidance or related school counselors)  
AVGTSALARY = average teacher salary  
CHILD/TEACH = child/student – teacher ratio  
TOTSTUDENTS = total number of students  
RACESTUDENT = race or ethnicity of student  
FREEREDLUNCH = number of students receiving free or reduced lunch  
STUDISABLE = total number of students in state (district or school) programs for students with disabilities  
DROPOUTS = number of dropouts  
MEDHINCOME = median household income  
PCTNODIPL = percentage of population without a high school diploma  
PCTDIPLOMA = percentage of population with a high school diploma  
PCTBACHDEG = percentage of population with a Bachelor’s degree or higher  
NUMSTDTESTS = number of students tested for the SAT (or ACT)

It is recommended by the research staff at the SC Commission for Minority Affairs that this model would be tested at both the regional and sub-regional (multi-county or school district) level for designated high poverty school districts. This approach [c]ould not only highlight achievement gap differences (by race and ethnicity), but also shed light on where additional investments should be made over time to address closing the achievement gap. Research economists could work with researchers in education, social work, and the SC Department of Education to utilize several different regression approaches to correctly specify and estimate this model. Suggested partnering universities, state agencies (through the Budget and Control Board’s Data Warehouse) along with the Commission for Minority Affairs research staff who could assist in this work include, but are not limited to:

- (1) SC Department of Education
- (2) SC Head Start Collaboration Office
- (3) SC Office of First Steps
- (4) SC Budget and Control Board – Research and Statistical Services (Data Warehouse)
- (5) SC Education Oversight Committee
- (6) USC Moore School of Business

## **Chapter 2 End Notes - Continued**

- (7) Medical University of South Carolina**
- (8) USC School of Education and School of Social Work**
- (9) Clemson University – Houston Center**
- (10) Francis Marion University Center of Educational Excellence**
- (11) SC State University Schools of Education and Social Work**
- (12) SC State University 1890 Research.**

It is also recommended by Rainey and Murova that funding and investment variables are included in the model to increase its statistical explanatory power and relevance. Also, important would be including economic and taxation variables from South Carolina's economy that also impact funding. These include unemployment rate, capital investment, and job losses within industries at the county level. This data would need to be provided by the SC Employment Security Commission and the SC Department of Commerce. Finally, initial and continuous funding would need to be approved by the legislature for this work as part of the state's investment in efforts to close the achievement gap. Private funding would also be sought, where possible to continue the research long term. See the fifth bulleted recommendation in the Recommendations Section of this chapter stated earlier.

### **Chapter 3: An Identification of State Agency Programs and Services For Families with Children Ages 0 to 5 in South Carolina**

#### **Introduction**

The first two chapters in this report focused on respectively, developing an understanding of the components of population change and the potential influence of economic forces on demographic shifts at the county level (Chapter 1); and a content review of the research literature involving early education, and its relationship to closing the achievement gap in South Carolina (Chapter 2). Collectively, these two chapters provide an initial foundation from which collective efforts, critical to closing the achievement gap, can commence and are developed by existing state agencies, local and district educators, the business sector, private organizations, the philanthropic community and concerned parents at the community level. However, these efforts cannot be as effective without an understanding of how many children ages 0 to 5 within families would need to be served, and more importantly, an identification of programs currently existing across the state to provide comprehensive services for children ages 0 to 5.

This chapter and Chapter 4 provides two types of review regarding state agencies and their role in providing programs and services for children ages 0 to 5 to address closing the achievement gap.

- (1) Chapter 3 focuses first on identifying the potential number of families with children ages 0 to 5 by race and ethnicity who are receiving services administered through existing state agency funded programs and finally, those who may qualify but may not have access. This would include programs and services designed to provide enhancements to early learning and education, thus helping to close the educational achievement gap. The chapter concludes by listing the major state administered programs and services from which eligible children ages 0 to five should be served. For these programs, a brief summary is provided within the context of family income, as to those families with children ages 0 to 5 who are eligible to be served through state run programs. The chapter concludes with recommendations.
- (2) Chapter 4 focuses on specific survey research conducted by the Commission for Minority Affairs during the past eighteen months on programs and services administered by state agencies for children ages 0 to 5.<sup>1</sup> This research discusses key findings regarding the amount of funding/expenditures by state agencies for programs and services for children ages 0 to 5. Where possible, a description of gaps in services is provided. From this research of programs and services, information is provided concerning how state government programs are administered. Finally, Chapter 4 discusses the impact of recent state budget cuts on the ability of agencies to administer programs and provide the same level of services for children ages 0 to 5.

## **Estimating the Potential Number of Families with Children Ages 0 to 5**

It is important to have an estimate of the number of families who need to be served, as well as children who live below the poverty level in families who would potentially benefit from the programs serving children ages 0-5.

Table 5 provides an estimate by county, race and ethnicity for the number of families across the state<sup>2</sup>. This estimate of families represents the total number of families based on the most recent county to county population totals from the Census year 2009 (2008 estimate for the year 2009)<sup>3</sup>. The estimated number of families takes into consideration the percentage of the counties' overall population for each race and ethnic group. In particular, extra effort was made to reflect an accurate estimate of the African American and Native American populations where undercounts are known to exist. Care was also taken to accurately estimate the Hispanic population which grew in several counties from 2000 through 2008, but began to slow as a result of the downturn in the state's economy during 2008 and 2009.

Tables 6 and 7 provide respectively, the median household income and average family size by county, race and ethnicity (Table 6), and estimates of the percent of families below the poverty level by race and ethnicity (Table 7).<sup>4</sup> The data provided on the poverty rate by race and ethnicity is based on the 2008 Census Bureau estimate of the number of persons who live below the poverty level within the county. The remaining columns in Table 7 reflect the percentage of the population living below the poverty level for the specific racial group.<sup>5</sup>

Collectively, Tables 5 and 6 provide information on the relationship between number of families by county, median household income, average family size, and the likelihood that individuals and families are more or less likely to live in poverty. Table 6 reveals that on average, a family in South Carolina consists of 3.02 persons. A scan across and down each specific race and ethnicity group reveals the following information:

- The average family size for the White population is slightly below the state average family size;
- The Hispanic population, while not equally prominent in all forty-six South Carolina counties, currently has the highest average family size of all racial and ethnic groups in the state;
- African Americans have the second highest average family size which also is above the state average;
- Family size for Native Americans varies with slightly higher persons per family in four of every five counties in the state.<sup>6,7</sup>

The estimates data on the race specific poverty rates in Table 7 provide county rankings based on the highest percentage of African American persons living below the poverty level. These estimates are based on the 2008 poverty estimate for all ages. When the top 20 counties are observed, poverty is mostly concentrated among African-American families. The next highest

poverty rates are among the Hispanic population, then the Native American population. These county data show specifically that based on the 2008 estimates:

- Between one-in-six and one-in-three African Americans live in poverty.
- Poverty among Native Americans is deeply entrenched in selected counties in South Carolina. Counties with the highest poverty rates include Dillon, Marlboro, Aiken, Jasper, Dorchester, Lexington, Darlington, Marion, and Colleton counties.
- Poverty is common among the Hispanic-Latino population, particularly among those who are not employed in higher wage sectors of agriculture, construction, manufacturing, or tourism. Poverty rates range from one out of every six to one of every four. Poverty rates for the Hispanic population above thirty percent were found in four counties (Abbeville, Charleston, Hampton and McCormick Counties). Poverty rates above forty percent were evident in two counties based on the 2008 poverty rate estimates (Lee and Bamberg Counties). These higher rates however are based on a small population base for the Hispanic population.

### **A Closer Look at Family Incomes – Family Size Relationship**

To determine more closely the potential number of children at the county level who are eligible to be served by state administered programs for children ages 0 to 5, the data by family size should be linked with the latest income data on families. In general, family income by county, race, ethnicity, and family size would provide the most accurate picture of which families have children under age 5, and which subset of families at the county level live below the poverty level. Unfortunately, the Census Bureau does not produce county level estimates on family income between the census periods – only estimates on household income<sup>8</sup>. To address the absence of family income data, taxable income data by income class from the South Carolina Department of Revenue Annual Report was utilized.

Chart 12 and Table 8 provide respectively the total number of tax returns by taxable income class. Chart 13 provides the percentage of tax returns by taxable income class.<sup>9, 10</sup> Table 8 also provides the number of tax returns, percentage of returns and cumulative percentage of returns by taxable income class.

***Chart 12 and Table 8 indicate that over half of state income tax returns, regardless of tax filing status, were filed for taxable incomes of \$10,000 or less.*** Chart 13 specifically shows that 52.81% of returns or 1,038,332 tax returns filed for the most recent year that this information is available, were in the taxable income category of \$10,000 or less. This data combined with the average persons per family for South Carolina (3.02 persons per family) reveals that regardless of eligible dependents or eligible deductions, many families are probably earning family incomes below the county median. ***Table 8 also shows that 592,078 returns or 30.11 percent of tax filers had state taxable income of zero (\$0) dollars. Again, this data is presented with caution, since data on tax filing status, the average number of dependents, and total deductions by county was not available.***

Chart 13 provides individual percentages of state taxable income by taxable income class and income range. When this data is shown with Table 8, one can see the cumulative percentage of taxable income based on income class and the total number of returns. Important cumulative percentages to note include:

- **71.30% of taxable income returns filed in the state were for taxable incomes \$25,000 and below;**
- **15.04% or one out of every six tax income filers had taxable incomes between \$10,000 and \$15,000;**
- **6.04% of those filing a tax return had taxable incomes between \$15,001 and \$20,000;**
- **4.87% of those filing a tax return had taxable income of \$100,000 or more.**



**Table 5: Estimate of Total Families By Race and Ethnicity for South Carolina Counties: 2008**

	<b>Estimated Families 2008</b>					
<b>County</b>	<b>All Families</b>	<b>White</b>	<b>African-American</b>	<b>Native-American</b>	<b>Asian</b>	<b>Hispanic-Latino</b>
Abbeville	7,290	5,137	2,092	6	10	45
Aiken	39,528	29,362	9,140	158	223	644
Allendale	2,621	812	1,768	3	3	35
Anderson	47,359	39,634	7,087	87	147	404
Bamberg	4,260	1,774	2,444	8	8	26
Barnwell	6,437	3,777	2,560	24	26	49
Beaufort	33,612	24,880	7,083	69	169	1,411
Berkeley	37,685	26,781	9,333	203	627	741
Calhoun	4,290	2,342	1,889	13	1	44
Charleston	77,509	49,031	26,270	180	778	1,249
Cherokee	14,633	11,620	2,770	21	38	184
Chester	9,348	5,916	3,324	29	22	56
Chesterfield	11,759	7,929	3,579	40	32	180
Clarendon	8,602	4,338	4,142	16	16	90
Colleton	10,495	6,238	4,082	66	24	86
Darlington	18,443	11,140	7,114	30	27	132
Dillon	8,082	4,431	3,342	165	25	119
Dorchester	26,304	19,505	6,010	202	233	354
Edgefield	6,226	3,923	2,204	18	10	70
Fairfield	6,404	2,781	3,549	7	10	56
Florence	33,794	20,904	12,330	71	216	273
Georgetown	15,881	10,259	5,421	26	26	149
Greenville	103,035	81,277	17,540	172	1,237	2,809
Greenwood	17,856	12,126	5,249	28	121	332
Hampton	5,326	2,496	2,763	11	8	48
Horry	54,638	45,746	7,490	197	333	872
Jasper	5,153	2,395	2,543	19	20	176
Kershaw	14,911	11,047	3,620	41	35	167
Lancaster	16,856	12,668	3,966	26	35	161
Laurens	18,909	13,926	4,667	45	26	246
Lee	4,925	1,918	2,948	8	9	42
Lexington	59,882	51,630	6,715	222	547	768
Marion	2,601	1,346	1,235	0	7	13
Marlboro	9,536	4,399	5,011	17	20	89
McCormick	7,304	3,578	3,447	228	13	38
Newberry	9,916	6,605	3,035	22	21	233
Oconee	19,655	17,820	1,426	35	59	315
Orangeburg	23,866	10,091	13,409	110	97	158
Pickens	28,499	26,131	1,748	45	221	354
Richland	76,569	39,847	33,862	167	1,104	1,589
Saluda	5,398	3,691	1,461	15	0	231
Spartanburg	69,584	54,089	13,180	134	831	1,350
Sumter	27,629	14,917	12,078	71	162	400
Union	8,502	5,971	2,458	17	12	44
Williamsburg	10,049	3,707	6,256	12	12	61
York	44,967	35,908	7,806	357	333	563
<b>South Carolina</b>	<b>1,076,536</b>	<b>756,131</b>	<b>291,550</b>	<b>3,445</b>	<b>7,936</b>	<b>17,474</b>

**Table 6: Median Household Income and Average Family Size By County, Race and Ethnicity: 2008**  
**(Sorted By County from Lowest to Highest Median Household Income)**

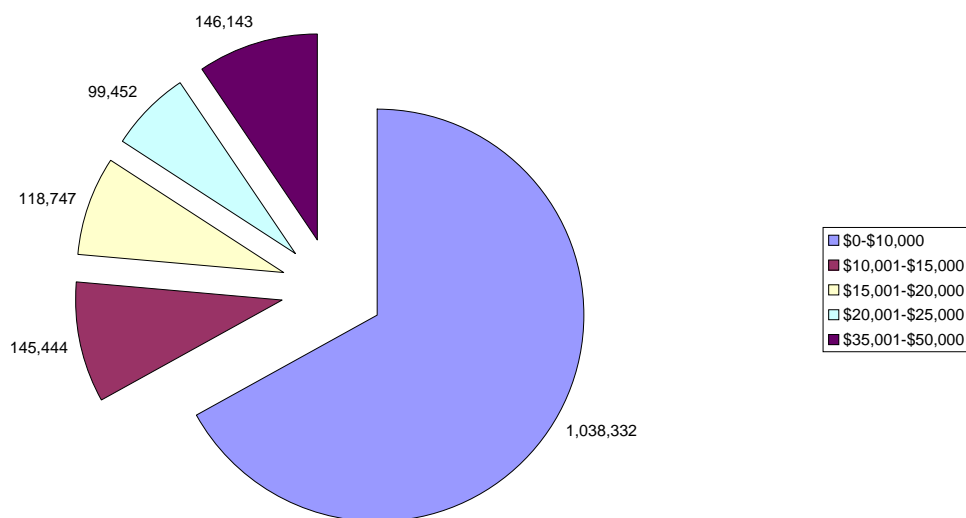
		Average Family Size					
County	2008 Median Household Income	All Families:	White	Black or African American	Native American Indian and Alaska Native	Asian	Hispanic or Latino
Allendale	\$25,329	3.21	2.75	3.41	2.33	2.67	4.20
Williamsburg	\$28,902	3.22	2.86	3.44	3.17	3.83	3.59
Bamberg	\$30,305	3.10	2.84	3.28	2.25	3.63	3.77
McCormick	\$30,749	2.82	2.47	3.18	0.00	3.14	3.54
Marlboro	\$30,832	3.14	2.90	3.38	3.30	3.38	3.24
Lee	\$30,876	3.23	2.81	3.49	3.25	3.67	4.21
Dillon	\$30,935	3.24	2.93	3.61	3.83	3.60	3.60
Orangeburg	\$32,694	3.11	2.81	3.33	3.16	3.45	3.47
Clarendon	\$32,725	3.12	2.81	3.44	3.06	3.94	3.77
Colleton	\$34,136	3.11	2.89	3.43	3.12	3.63	3.60
Chesterfield	\$34,492	3.05	2.91	3.34	3.15	3.66	3.52
Union	\$34,915	2.93	2.83	3.17	3.18	3.08	3.34
Barnwell	\$35,460	3.08	2.93	3.27	3.25	3.38	3.92
Fairfield	\$35,880	3.12	2.77	3.38	2.57	3.00	3.41
Chester	\$35,886	3.11	2.91	3.44	3.24	3.77	3.55
Hampton	\$36,003	3.19	2.89	3.44	2.73	3.13	3.90
Abbeville	\$36,041	3.00	2.91	3.21	3.00	3.10	3.27
Cherokee	\$37,436	3.01	2.93	3.27	3.19	3.76	4.20
Darlington	\$37,650	3.07	2.87	3.37	2.87	3.59	3.50
Marion	\$37,676	3.16	2.83	3.44	3.94	3.65	3.62
Sumter	\$38,167	3.17	2.98	3.38	3.07	3.45	3.46
Jasper	\$38,778	3.22	2.95	3.43	3.16	3.35	4.07
Calhoun	\$38,803	3.03	2.74	3.37	2.77	3.00	4.07
Greenwood	\$39,628	3.00	2.88	3.24	3.21	3.36	4.14
Lancaster	\$39,898	3.01	2.91	3.30	3.38	3.83	3.68
Saluda	\$40,295	3.07	2.90	3.41	3.47	0.00	4.13
Laurens	\$40,432	3.01	2.92	3.26	3.62	3.35	3.81
Florence	\$40,997	3.08	2.91	3.37	3.23	3.38	3.61
Pickens	\$41,577	2.95	2.94	3.12	2.89	2.87	3.37
Edgefield	\$42,422	3.12	2.98	3.34	3.67	3.30	3.61
Horry	\$42,515	2.84	2.73	3.40	3.05	3.35	3.53
Oconee	\$42,668	2.85	2.80	3.21	3.20	3.29	4.03
Newberry	\$43,570	2.99	2.84	3.27	3.73	3.19	4.16
Aiken	\$43,895	3.03	2.92	3.31	3.20	3.18	3.69
Kershaw	\$44,446	3.02	2.94	3.26	3.24	3.43	3.87
Anderson	\$44,747	2.94	2.89	3.19	3.43	3.43	3.37
Spartanburg	\$45,000	3.01	2.92	3.22	3.28	4.01	3.92
Georgetown	\$48,132	3.01	2.73	3.51	3.23	3.38	3.98
Greenville	\$48,147	3.00	2.93	3.19	3.09	3.43	3.64
Berkeley	\$49,414	3.15	3.03	3.46	3.20	3.35	3.58
Richland	\$49,653	3.05	2.85	3.26	3.00	3.17	3.41
Charleston	\$50,213	3.01	2.81	3.36	3.06	3.15	3.56
York	\$51,636	3.05	2.98	3.31	3.26	3.76	3.75
Lexington	\$52,515	3.01	2.96	3.33	2.97	3.36	3.55
Beaufort	\$55,897	2.90	2.72	3.41	3.26	3.19	3.77
Dorchester	\$60,254	3.13	3.04	3.41	3.17	3.39	3.42
South Carolina	<b>\$44,695</b>	<b>3.02</b>	<b>2.89</b>	<b>3.33</b>	<b>3.20</b>	<b>3.40</b>	<b>3.66</b>

**Table 7: Estimated Highest Percentages of Families Living Below the Poverty Level: 2008**

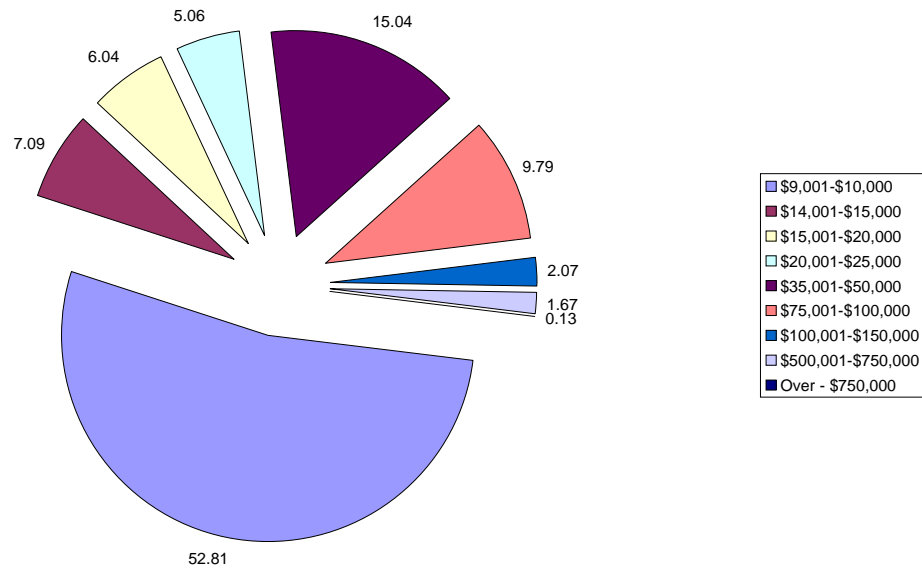
<b>County</b>	<b>Estimate All Ages</b>	<b>All Ages</b>	<b>White</b>	<b>Black</b>	<b>Native American</b>	<b>Asian</b>	<b>Hispanic</b>
Edgefield	4,203	18.7	18.0	37.7	22.1	6.2	16.4
Lee	4,754	26.2	22.7	37.5	19.5	4.7	48.8
Williamsburg	12,128	36.3	34.3	36.6	14.5	5.8	15.2
Darlington	12,267	18.7	19.0	35.5	22.8	5.4	24.9
Lexington	26,175	10.9	9.4	35.1	29.5	12.3	28.8
Fairfield	4,082	17.8	16.4	35.0	13.6	3.5	15.1
Clarendon	7,394	23.7	19.6	35.0	17.0	5.3	25.8
Barnwell	4,946	21.8	18.5	34.5	32.8	6.7	14.5
Anderson	24,512	13.8	11.8	34.4	15.4	12.0	22.8
McCormick	1,702	19.6	19.2	34.2	17.8	1.5	33.7
Marion	8,128	24.3	26.7	33.9	26.5	22.4	39.1
Hampton	4,138	21.3	18.8	33.0	15.0	4.6	14.4
Colleton	8,386	21.7	19.0	32.7	25.4	6.2	22.9
Bamberg	4,015	27.4	19.5	32.2	12.2	5.3	46.8
Cherokee	8,953	16.8	15.3	31.6	11.1	11.1	15.3
Calhoun	2,544	17.4	16.5	31.5	15.3	4.2	22.1
Dillon	8,400	27.7	18.8	31.4	62.1	6.8	20.0
Marlboro	6,596	26.0	23.2	31.2	32.5	3.9	21.0
Georgetown	10,620	17.7	16.7	29.5	15.5	5.4	22.5
Lancaster	12,752	17.9	19.0	29.2	19.6	10.2	19.6
York	24,809	12.1	12.8	29.0	23.5	10.2	24.0
Oconee	9,740	13.9	16.2	28.9	16.9	21.6	22.9
Dorchester	12,982	10.7	12.0	28.8	29.7	6.6	27.2
Greenville	50,966	12.2	13.7	28.6	13.1	10.0	26.3
Chester	6,457	20.1	20.6	28.6	12.5	5.8	28.0
Saluda	3,099	16.8	15.9	28.4	15.6	6.4	21.7
Greenwood	9,908	15.0	15.6	28.1	16.7	6.3	23.7
Pickens	17,997	16.4	15.4	27.8	15.5	38.5	27.3
Laurens	13,567	20.2	18.8	27.6	11.9	9.7	18.7
Spartanburg	36,851	13.7	12.8	27.5	12.8	9.6	23.4
Newberry	6,132	16.7	16.0	27.1	18.6	6.7	23.9
Union	4,861	17.7	15.8	26.6	15.9	7.2	16.5
Beaufort	14,709	10.4	12.0	26.5	10.6	6.2	27.3
Charleston	50,505	15.2	16.2	26.5	19.0	5.9	30.6
Florence	22,839	17.8	17.3	26.4	22.5	5.7	25.4
Berkeley	16,664	10.6	11.3	25.6	26.8	5.1	29.2
Orangeburg	20,107	23.2	23.1	24.6	13.7	4.8	21.2
Jasper	4,273	20.8	17.9	24.5	30.2	5.1	22.0
Richland	41,618	12.7	12.3	23.6	22.4	4.1	27.2
Sumter	18,669	18.5	18.9	23.6	12.9	4.8	20.2
Aiken	23,183	15.4	14.9	23.2	34.4	8.1	23.5
Chesterfield	8,871	21.0	21.1	22.6	13.2	7.9	20.4
Horry	34,708	14.0	18.3	22.5	21.5	14.2	24.4
Kershaw	8,171	14.2	13.8	21.1	18.4	7.4	26.2
Abbeville	4,301	17.4	15.8	20.1	29.3	7.0	33.7
Allendale	3,380	36.8	20.7	16.3	0.0	5.7	19.6
<b>South Carolina</b>	<b>646,061</b>	<b>15.1</b>	<b>19.2</b>	<b>34.6</b>	<b>19.7</b>	<b>7.5</b>	<b>25.6</b>

Chart 14 provides a visual summary of the top twenty counties with the largest family size for all families. This data was taken from Table 6 which shows median household income and family size by race and ethnicity. With the exception of Florence and Sumter counties, the counties with the highest family size (persons per family) are predominantly rural counties. Each of these counties possesses county median household incomes below the state average median household income of \$44,695. While not shown in the chart, an additional fifteen counties also have median household incomes below the state average. Of this combined group of thirty-five counties, (with incomes below the state median) only six counties had total persons per family below the state average of 3.02 persons per family.

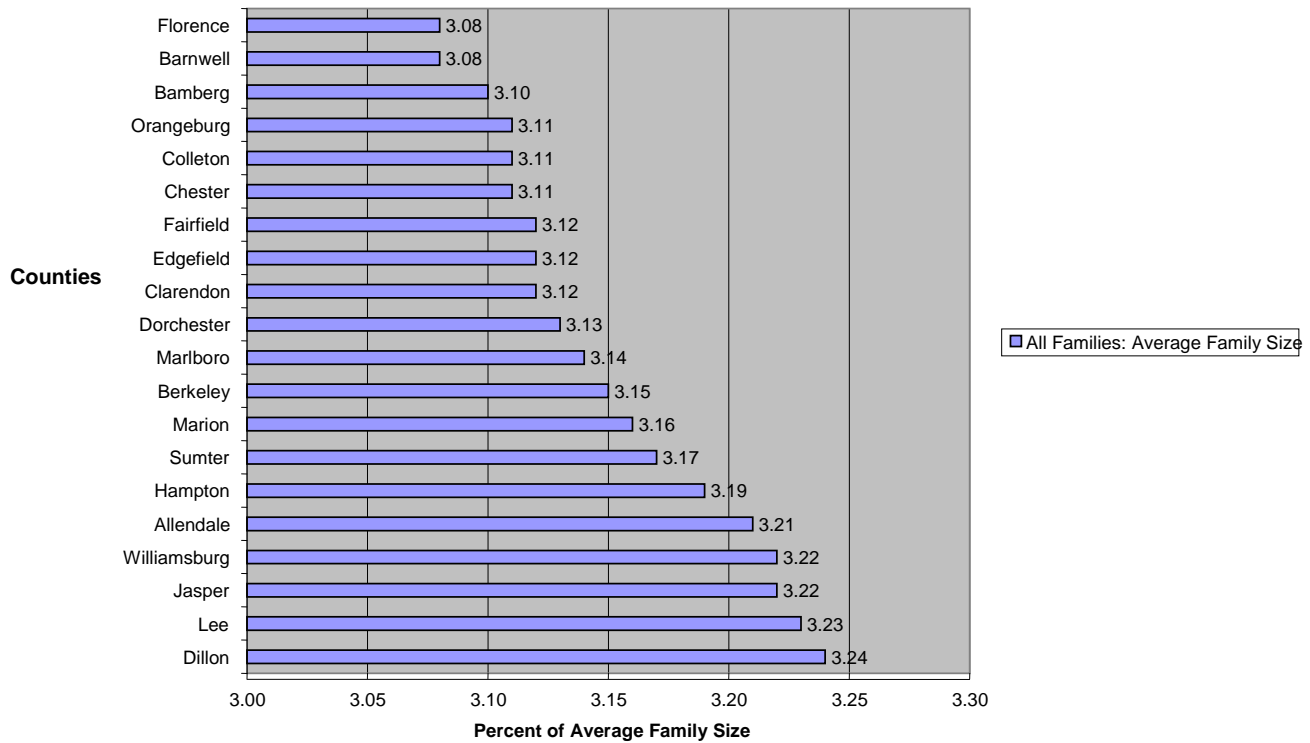
**Chart 12: Number of SC State Income Tax Returns by Taxable Income Class**



**Chart 13: Percentage of SC State Income Tax Returns By Income Class**



**Chart 14: Persons Per Family - All Families: Top 20 Counties (Based on Largest Family Size)**



**Table 8: SC Income Tax Returns By State Taxable Income Class: 2006**  
**(Source: SC Department of Revenue Annual Report: 2006-2007, October 2009)**

<b>State Taxable Income Class After Deduction</b>	<b>Number of Returns</b>	<b>Percent of All Returns</b>	<b>Cumulative Percent of All Returns</b>
\$0	592,078	30.11	30.11
\$1-\$1,000	72,040	3.66	33.78
\$1,001-\$2,000	56,661	2.88	36.66
\$2,001-\$3,000	49,669	2.53	39.18
\$3,001-\$4,000	44,970	2.29	41.47
\$4,001-\$5,000	42,293	2.15	43.62
\$5,001-\$6,000	39,582	2.01	45.63
\$6,001-\$7,000	37,388	1.90	47.54
\$7,001-\$8,000	35,651	1.81	49.35
\$8,001-\$9,000	34,658	1.76	51.11
\$9,001-\$10,000	33,342	1.70	52.81
\$10,001-\$11,000	31,651	1.61	54.42
\$11,001-\$12,000	30,314	1.54	55.96
\$12,001-\$13,000	29,398	1.50	57.45
\$13,001-\$14,000	27,733	1.41	58.86
\$14,001-\$15,000	26,348	1.34	60.20
\$15,001-\$20,000	118,747	6.04	66.24
\$20,001-\$25,000	99,452	5.06	71.30
\$25,001-\$35,000	149,580	7.61	78.91
\$35,001-\$50,000	146,143	7.43	86.34
\$50,001-\$75,000	134,007	6.82	93.16
\$75,001-\$100,000	58,415	2.97	96.13
\$100,001-\$150,000	40,689	2.07	98.20
\$150,001-\$200,000	13,632	0.69	98.89
\$200,001-\$350,000	12,788	0.65	99.54
\$350,001-\$500,000	3,998	0.20	99.74
\$500,001-\$750,000	2,446	0.12	99.87
Over - \$750,000	2,575	0.13	100.00
<b>Total Returns</b>	<b>1,966,248</b>	<b>100.00</b>	<b>100.00</b>

## **Listing of Statewide Agency Programs and Services for Children Ages 0 to 5**

The data presented in the previous tables and charts on median household income, persons per family, and percentage of tax returns by income class can be used in lieu of actual Census data to identify eligible statewide administered programs and services which help to address closing the achievement gap. This discussion begins with an understanding that programs and services which focus on closing the achievement gap do not only consist of educational and early learning programs, but also includes supportive programs and services administered within state agencies that support both children and their families.

Table 9 provides a listing of current state programs which are administered by state agencies. These agencies are responsible not only for providing programs and services for children ages 0 to 5, but also to the families of the children served. Table 9 specifically provides income eligibility information for each program based on the size of the family.<sup>11, 12</sup> The bottom of Table 9 provides information on the state programs that utilize the income limits (based on family size). Chart 15 provides a summary listing of the program name, the administering state agency (and partner agencies), eligible age group, and who is served by the program.<sup>13</sup>

The information provided in Chart 15 underscores the sheer complexity of ensuring that children ages 0 to 5 have access to and actually receive services. Specifically, many state agencies work in partnership with each other to help ensure that children ages 0 to 5 actually receive services that are important to their educational, economic and social well being.

Chart 15, when used in combination with the information provided in Tables 8 and 9, show that given current [median household] and taxable income levels of most individuals in the state, additional families with children ages 0 to 5 may be eligible for the programs and services provided through state agencies, particular up to 150% of the poverty level.<sup>14</sup> A close inspection of Table 9 reveals that, according to current 2009 Federal Poverty Guidelines, the following observations are warranted:

- Eligible families qualifying at 100% of the federal poverty rate with children ages 0 to 5 can be served by state administered programs for a family size of up to 5 persons, given current adjusted income levels or state taxable income;
- **When either current median household income levels (See Table 8) or (adjusted) state taxable income levels are considered, a family of four (4) persons residing in twenty-seven of the forty-six South Carolina counties can qualify for state run programs up to 185% of the current federal poverty level.**
- Families of three persons with children ages 0 to 5 who qualify for state administered programs up to 200% of the federal poverty level income (SC Average family size – 3.02 – see Table 6) are eligible to receive services.<sup>15</sup>

**Table 9: Listing of State Administered Programs Currently Serving Children Ages 0 to 5 and Their Families (Based on Poverty Guidelines)**

Percent of the Poverty Level	50		100		130		150		185		200		250	
Family Size	Income		Income		Income		Income		Income		Income		Income	
	Monthly	Yearly	Monthly	Yearly	Monthly	Yearly	Monthly	Yearly	Monthly	Yearly	Monthly	Yearly	Monthly	Yearly
1	\$ 451	\$ 5,415	\$ 903	\$ 10,830	\$ 1,173	\$ 14,079	\$ 1,354	\$ 16,245	\$ 1,670	\$ 20,036	\$ 1,805	\$ 21,660	\$ 2,256	\$ 27,075
2	\$ 607	\$ 7,285	\$ 1,214	\$ 14,570	\$ 1,578	\$ 18,941	\$ 1,821	\$ 21,855	\$ 2,246	\$ 26,955	\$ 2,428	\$ 29,140	\$ 3,035	\$ 36,425
3	\$ 763	\$ 9,155	\$ 1,359	\$ 18,310	\$ 1,984	\$ 23,803	\$ 2,289	\$ 27,465	\$ 2,823	\$ 33,874	\$ 3,052	\$ 36,620	\$ 3,815	\$ 45,775
4	\$ 919	\$ 11,025	\$ 1,838	\$ 22,050	\$ 2,389	\$ 28,665	\$ 2,756	\$ 33,075	\$ 3,399	\$ 40,793	\$ 3,675	\$ 44,100	\$ 4,594	\$ 55,125
5	\$ 1,075	\$ 12,895	\$ 2,149	\$ 25,790	\$ 2,794	\$ 33,527	\$ 3,224	\$ 38,685	\$ 3,976	\$ 47,712	\$ 4,298	\$ 51,580	\$ 5,373	\$ 64,475
6	\$ 1,230	\$ 14,765	\$ 2,461	\$ 29,530	\$ 3,199	\$ 38,389	\$ 3,691	\$ 44,295	\$ 4,553	\$ 54,631	\$ 4,922	\$ 59,060	\$ 6,152	\$ 73,825
7	\$ 1,386	\$ 16,635	\$ 2,773	\$ 33,270	\$ 3,604	\$ 43,251	\$ 4,159	\$ 49,905	\$ 5,129	\$ 61,550	\$ 5,545	\$ 66,540	\$ 6,931	\$ 83,175
8	\$ 1,542	\$ 18,505	\$ 3,084	\$ 37,010	\$ 4,009	\$ 48,113	\$ 4,626	\$ 55,515	\$ 5,706	\$ 68,469	\$ 6,168	\$ 74,020	\$ 7,710	\$ 92,525
Service Eligibility Threshold	TANF		Head Start (HS can Serve CSHCN at any Income level)		Free School Lunch SNAP (Food Stamps)		ABC Child Care Vouchers (exit at 175%) Healthy Connections Choices Medicaid (Age 1-19)		Medicaid OCWI Optional Coverage for Pregnant Women & Infants Age 0-1yr WIC (Age 0-5) Reduce School Lunch Family Planning Waiver Medicaid		Healthy Connections Kids (SCHIP) Adult Sickle Cell (ASC) Age 18 & up		Children's Rehabilitative Services (CRS) Age 0-18 Hemophilia Assistance Program (HAP)	



**Chart 15: Current Listing of State Administered Programs  
Which Serve Children Ages 0 to 5 and Their Families**

Name of Program	Administering State Agency	Eligible Age Group	Person Served		
			Children	Family	Both
<b>Temporary Assistance to Needy Families (TANF)</b>	SC Department of Social Services	Ages 0 – 5 Ages 0 - 21	X	X	X
<b>Children With Special Healthcare Needs</b>	SC Department of Health and Environmental Control, SC Department of Health and Human Services	Ages 0 – 19	X		
			X		
<b>Head Start</b>	SC Department of Social Services, (Federal to Local Program Only)	Ages 3 – 5	X		
<b>Free Lunch Program Supplement Nutrition Assistance Program (SNAP)</b>	SC Department of Social Services, SC Department of Education	Ages 0 – 19 Public Schools Private Providers	X		
<b>ABC Child Care Vouchers</b>	SC Department of Social Services	Ages 0 – 5	X		
<b>Healthy Connections Medicaid</b>	SC Department of Health and Human Services, SC Department of Health and Environmental Control	Ages 1 to 19	X		
<b>Optional Coverage for Women and Infants</b>	SC Department of Health and Human Services	0 to 1-Infants Age of Mother While Pregnant	X	X	
<b>Women, Infants and Children (WIC)</b>	SC Department of Health and Environmental Control, Maternal and Child Health Children Services	Age of Mother Ages 0 to 5 For Children	X	X	X

Name of Program	Administering State Agency	Eligible Age Group	Person Served		
			Children	Family	Both
<b>Baby Net (IDEA Part C)</b>	SC Department of Health and Environmental Control, Office of First Steps	Birth to Age 3	X		
<b>IDEA – Individuals With Disabilities Education Act IDEA Part B</b>	SC Department of Education	Ages 3 to 6	X		
<b>Medicaid Eligible Pediatric Services</b>	Medical University of South Carolina	Ages 0 to 5 Ages 1 to 19	X		
<b>Other Medicaid Approved Programs and Services</b>	Sc Department of Disabilities and Special Needs, SC Continuum of Care University of South Carolina, SC Department of Social Services SC Department of Education	Ages 0 to 18 Ages 0 to 21	X		X
<b>Housing and Shelter</b>	SC Department of Social Services, SC State Housing Finance and Development Authority	Ages 0 to 18			X
<b>Children’s Mental Health</b>	SC Department of Mental Health	Ages 5 to 17	X		

### **Summary**

This chapter provided a detailed discussion of research leading to an initial identification of state administered programs designed to provide services for children ages 0 to 5 in South Carolina. The chapter specifically provided first, an estimate of the total number of families for each racial and ethnic group currently residing in the state. In addition, statistical data on the current level of median household income and average family size was provided. Third, the current 2008 poverty estimate for all ages was utilized in conjunction with the racial and ethnic composition of each county, as well as family size to develop rough estimates of the poverty rate by race and ethnicity. Fourth, in the absence of current data on family income, state taxable income by income class was used as a proxy measure for family income.

This last step was done to show the potential number of eligible families who currently meet income requirements for state run programs which serve children ages 0 to 5, including those programs and services aimed at closing the achievement gap. Finally, the chapter provided a non-exhaustive listing of state administered programs, with eligible ages of children and family members according to current federal poverty guidelines. In the absence of access to administrative records data on the actual families served, this approach provides a way to identify the potential number of families with children ages 0 to 5 who may qualify for services. The utilization of estimated data will need to be reconciled with actual administrative records data on children ages 0 to 5 (and their families) who are actually receiving services. This discussion continues in Chapter 4.

### **Recommendations**

- Tables 3 and 4 in Chapter 1 provided respectively, estimates and projections by county of 4-year old children and 4-year old children in poverty. It is recommended that similar projections be provided for all ages 0 to 5 to get a clearer picture of the actual number of children who will require early investments in education.
- Chapter 1 also provided information on annual average unemployment rates. It is recommended that the legislature fully fund an effort to examine the fiscal and economic impact of unemployment and underemployment and their links to family poverty and lower family incomes. This will provide state agency heads and program staff officials with a clearer picture of the impact that persistent poverty has on individuals, families and children, and the achievement gap.
- Without violating disclosure and privacy regulations such as HIPAA, state agencies that are currently administering programs and services for children ages 0 to 5 should work in partnership with each other to identify more efficient ways to share information. This includes specific reporting of information of children ages 0 to 5 and their families. This will help to ensure that eligible families receive services, particularly underserved groups (African-Americans, Native Americans, and the Hispanic population). This can be done with participating state agencies working in partnership with the South Carolina Commission for Minority Affairs, and the SC State Budget and Control Board's Data Warehouse. Where possible, the research universities and the Historically Black Colleges and Universities can also serve as partners to aid in on-going annual research at the community and regional levels.

### **Chapter 3 End Notes**

<sup>1</sup>The research staff of the SC Commission for Minority Affairs administered two surveys from August 2008 through December 2009. The first was the Agency Needs Assessment Survey entitled “Improving the Odds for Young Children Ages 0 to 5 in South Carolina. This Needs Assessment Survey was sent out to 101 state agencies during the 2008-2009 Fiscal Year. This list was shortened to 44 state agencies for the 2009-2010 Fiscal Year.

<sup>2</sup>The Census Bureau does not provide estimates between census periods on the total number of families at the county level by race and ethnicity between census periods. The Census Bureau does, however, estimate the total number of households. To get the estimated number of families, the following method was used:

$$\text{Estimated Number of Families} = \text{2008 Population Estimate} * \text{Persons/Family}$$

Persons per family was available, however this number comes from the 2000 Census. With slight adjustments, the number of families by race can be computed using the same number of persons per family for the specific race or ethnic group.

<sup>3</sup>Estimates here are conservative, and do not take into consideration the undercount which occurred during the 2000 Census.

<sup>4</sup>These estimates do not take into consideration the undercount of each population group.

<sup>5</sup>The poverty rate estimates by race in the last five columns of data in Table 6 represent estimates of an estimate, and are subject to estimation error. As a result, these percentages should be used with caution and not quoted as fact.

<sup>6</sup>The undercount of each specific population, in particular the Native American population, has been emphasized in this Report. It bears repeating that undercounts within each of the populations can severely mask the extent of the group specific problems linked to poverty and deprivation.

<sup>7</sup>See End Notes 11 through 13 in Chapter 1. Detailed estimates on the components of population change by race and ethnicity below the county level have been computed, but are not included in the report. These estimates can be made available upon request.

<sup>8</sup>The difference between family income and household income, by definition from the Census Bureau, is slight but very important. Family income is defined as income earned by each member of the family related by blood. Household income is defined as income earned by each member living in the household, whether they are related or unrelated. In general, family income is usually higher than household income. Household income may go unreported for those individuals who are unrelated, but who work and live in the home.

<sup>9</sup>We utilize taxable income data by income class, but include an important note. State taxable income by income class is determined from the federal taxable income and also includes deductions, which often enable those individuals and families who earn [higher] incomes above the adjusted gross taxable income to reduce their taxable income amount. Based on conversations with income tax specialists at the SC Department of Revenue, [even] individuals with very high incomes can reduce their taxable income (down) to zero.

<sup>10</sup>Attempts were made by the research staff, on two occasions, to obtain county level income tax return data by taxable income class and tax filing status, Single, Head of Household, Married Filing Jointly, Married Filing Separately, and Widow/Widower. This data was not available and would take six months to a year to obtain.

<sup>11</sup>**The monthly and yearly income amounts for most means tested programs which serve children and their families come from the Federal Register, Federal Poverty Guidelines. This chart was produced using 2009 Federal Poverty Guidelines, and is used by the following state agencies to administer various agency programs.**

- SC Department of Education
- SC Department of Social Services
- SC Department of Health and Human Services
- SC Department of Health and Environmental Control
- SC Department of Mental Health
- SC Head Start Collaboration Office
- SC Office of First Steps

In addition to these state agencies, we will include other state and federal agencies that utilize [median] household income and family size to determine eligibility for state and regionally administered programs. These agencies include, but are not limited to:

- SC Department of Commerce
- SC Employment Security Commission
- SC State Housing Finance and Development Authority
- SC Vocational Rehabilitation
- SC Department of Disabilities and Special Needs

- SC Governors Office of Equal Opportunity (OEO)
- SC Continuum of Care
- U.S. Department of Agriculture
- U.S. Department of Housing and Urban Development

<sup>12</sup>Assistance in obtaining this list of programs was provided by Rosemary Wilson of DHEC's Early Childhood Comprehensive Systems (ECCS) Grant. Other individuals within direct service agencies also provided verification of the percentage of the poverty levels for the various programs for which they are responsible.

<sup>13</sup>Chart 15 is non-exhaustive. There exist literally hundreds of programs within state agencies, each providing unique services to children ages 0 to 5. Often programs and services which serve the children also serve the parent or guardian, since eligibility criteria mandate that this occur. Funding sources and number of children served will be covered in Chapter 4.

<sup>14</sup>Again, the importance of individual state taxable income and its limitations is emphasized. See End Note 9 in this chapter.

<sup>15</sup>These summary points are given as illustration and depend on the individuals meeting all program eligibility requirements.

## **Chapter 4: Survey Analysis of State Agency Administered Programs and Services for Children Ages 0 to 5**

### **Introduction**

Information provided in earlier chapters of this report sought to illustrate who would be potentially eligible to be served by direct service state agency programs, including those state agencies which have direct or support programs which can help close the educational achievement gap. Additionally, some of the most revealing information was that related to the utilization of state taxable income by class as a proxy measure for family income, which showed the following facts:

- Slightly more than one out of every two families (52.81%) had taxable incomes of \$10,000 or less;
- Three of every five families (60.20%) had taxable incomes under \$15,000;
- Slightly over seven of every ten families in the state (71.30%) had taxable incomes under \$25,000;
- A majority of families in South Carolina possesses incomes which would qualify them for state administered programs where participants' incomes range from 100% to 200% of the poverty level;

Because the CMA did not have access to state agencies' administrative records data and was not able to complete a thorough analysis of such data, these four points provide insight regarding the need to identify which programs and services are currently administered in the state; which ones actually serve eligible children ages 0 to 5; which programs directly or indirectly are essential to helping to close the educational achievement gap; and which programs and services actually can help to sustain families in these efforts. Given the current economic downturn in the state, and the impact on families in poverty and the working poor, it is critical that the state carefully analyze data to determine which programs best serve children ages 0-5 and their parents. Doing so will help better utilize the limited resources of the state.

This chapter focuses specifically on survey research undertaken by the CMA related to identifying current programs and funding of state agencies which can help to close the achievement gap. From July 2008 through December 2009, the research staff of the Commission utilized *Proviso 55.5: Student Achievement and Vision Education (SAVE)* or the SAVE Proviso to collect survey information from state agencies currently administering programs and services for children ages 0 to 5 and their families. The Commission is the state agency statutorily responsible for identifying the root causes of socio-economic poverty and deprivation and its impacts on overall well being. As such, the Commission's work to collect this survey data and program or service information from agencies is viewed as an important first step to help inform state legislators of the need to make continued investments in early education for all South Carolina children prior to their entering the first grade. This chapter and the Appendices provide an overview of the survey information and discuss the findings as noted in three areas:

- (1) Summary of State Agencies Completing the Needs Assessment Survey (Appendix A)
- (2) Findings from the State Agency Activity Inventory on Expenditures
- (3) Summary Implications for Investments in Ages 0 to 5 Early Education

### **Summary of State Agencies Completing the Needs Assessment Survey**

To better identify all of the programs and services administered by state agencies which serve children ages 0 to 5, the research staff of the SC Commission for Minority Affairs collected information from state agencies during two time periods. The Needs Survey entitled ***“Improving the Odds for Young Children Ages 0 to 5 in South Carolina: SC-CFMA State Agency Needs Assessment”***, was administered in two four-month time periods during the 2008-2009, and 2009-2010 Fiscal Years.<sup>1,2</sup> (See Appendix A)

#### *Content of Needs Assessment Survey*

To clearly identify if state agencies provide programs and services to children ages 0 to 5, the Needs Assessment Survey was divided into four key sections, which is summarized in the chart below.

### **Improving the Odds for Young Children Ages 0 to 5 in South Carolina: SC-CFMA State Agency Needs Assessment Survey**

<b>Section of the Needs Survey</b>	<b>Type of Data Collected</b>	<b>Survey Statement Number(s)</b>
<b>I. Agency Information</b>	<ul style="list-style-type: none"> <li>• Name, address, primary phone number of state agency, and e-mail address.</li> <li>• Primary Contact Person (Agency Head)</li> <li>• Agency Code</li> </ul>	<p>1 through 3, and 5</p> <p>4</p>
<b>II. Agency Services to Children and Families in South Carolina</b>	<ul style="list-style-type: none"> <li>• Does state agency provide direct programs to children?</li> <li>• Age group of children in which programs and services are provided.</li> <li>• Does state agency partner with other state agencies to administer programs and services?</li> </ul>	<p>6</p>



Section of the Needs Survey	Type of Data Collected	Survey Statement Number(s)
	<ul style="list-style-type: none"> <li>Does state agency partner with private sector or non-profit organizations to administer programs and services?</li> </ul>	
<b>II. Agency Services to Children and Families in South Carolina (Continued)</b>	<ul style="list-style-type: none"> <li>Does state agency provide direct programs to families?</li> <li>Direct programs and services to families are based on (certain) eligibility criteria.</li> <li>Does state agency partner with other state agencies to administer programs and services?</li> <li>Does state agency partner with private sector or non-profit organizations to administer programs and services?</li> </ul>	7
	<p>How are primarily direct programs and services provided to children and families by each state agency?</p> <ul style="list-style-type: none"> <li>County Offices</li> <li>Regional or District Offices</li> <li>State Agency Partners</li> <li>Private Sector Organizations</li> </ul>	8
	<p>Primary group receiving direct services</p> <ul style="list-style-type: none"> <li>Children Only</li> <li>Parents/Guardians Only</li> <li>Both</li> </ul>	9



### *Findings from the Needs Assessment Survey*

The Appendices provide summary tables for statements 6 through 11 (Section II) of the Needs Assessment Survey. Collectively, statements 6 through 8 of the Needs Assessment Survey sought to obtain information from each state agency regarding the following information:

- (1) The agency's operation - whether or not, and how they provide direct services to children ages 0 to 5 (Statement 6) (Appendix B);
- (2) Whether or not the state agency provides direct services to the families of the children. If so, what is the basis of eligibility for the family including the children to receive direct services from the agency (Statement 7) (Appendix C);
- (3) An identification of the primary means that direct programs and services are provided to children and families in South Carolina (Statement 8) (Appendix D).

A summary of findings is provided below for these statements. Information on how an individual state agency responded (if applicable) can be found by reviewing the detailed tables in the Appendices.

Overall, 88.9% or forty (40) of the forty-five (45) state agencies completed this section of the Needs Assessment Survey. In examining the response information, a few key points are worth noting explicitly.

First, the (general agency classification) of technical colleges does not as a group, provide direct services to children ages 0 to 5. However, the technical colleges do, in some cases, utilize (mostly) federal and some state discretionary funds to assist students who are parents with children ages 0 to 5. These cases were noted in Appendix A for Statement 6 of the Needs Survey. In this case, four technical colleges (Trident, Horry-Georgetown, Florence-Darlington, and York) provided some tuition assistance and other related funding (Perkins and other school-based funding) to students with children ages 0 to 5 (See End Note 4). York Technical College actually provides student services in partnership with a childcare center located within close proximity to its campus.

Second, the four year colleges with education majors, or other disciplines related to education or community outreach, also provide services to children ages 0 to 5. Appendix A notes that the College of Charleston, Clemson University, and Francis Marion University each had one or more program initiatives focused on children ages 0 to 5.<sup>6</sup>

Third, in addition to serving children ages 0 to 5, both the technical and four-year colleges and universities worked individually, and in partnership with one or more state agencies or private sector organizations to provide direct services. Specifically, 8.9% of these schools provided direct services to children. Ages of children eligible to receive direct services ranged from six weeks to 4 years of age or three to five years of age. One technical college (Trident Tech) provided assistance to adult parents with children ages 0 to 10. Other information on direct programs and services can be found specifically in Appendix A.

Fourth, direct service state agencies comprise the next largest group of entities providing one or more direct services to children ages 0 to 5. These agencies are responsible for providing services to income eligible and other means tested poverty populations.<sup>7</sup> Early education and childcare services are provided through the Head Start Centers, the Office of First Steps private child care centers, the SC Department of Education 3 – 4K programs and the Child Development Education Pilot Program (CDEPP).

Fifth, general social service, community and family support agencies provide direct services that assist families with children ages 0 to 5. These agencies work in partnership with the SC Department of Health and Human Services to provide services for the state’s population based on various income and other eligibility criteria.

*Primary Means of Service Delivery of Programs and Services*

Appendix B also provides information regarding the primary means of delivery of programs and services for children ages 0 to 5 (Statement 8 of the Needs Survey). A total of twenty (20) of forty-five (45) respondents or 44.4% of all state agencies surveyed indicated that direct programs and services were provided to children ages 0 to 5. The mini-chart below provides a compilation of the information in Appendix B by type of agency and means of program and service delivery for children ages 0 to 5.

<b>Classification of Agency Serving Children Ages 0 to 5 (Number of Agencies) <sup>11</sup></b>	<b>Total Agencies by Primary Means of Program or Service Delivery</b>						
	<b>County Staff Only</b>	<b>Area of Regional or District Staff</b>	<b>County and Region or District Staff</b>	<b>County Staff and State Agency Partner</b>	<b>Area, Regional District Staff and Partner</b>	<b>County Staff Non-Profit Partner</b>	<b>Area, Regional, District Staff and Private Partner</b>
Direct Service (4)	3	3	3	0	0	0	0
Educational Support (3)	0	1	0	0	0	0	0
Social, Family and Community Support (6)	2	3	6	1	3	3	3

According to the mini-chart, of the twenty responding agencies:

- Three of the four Direct Service state entities stated that services for children ages 0 to 5 are provided by county staff located within county, region, district or area offices, or some combination thereof;
- One Educational Support Agency stated that direct programs and services for children ages 0 to 5 are delivered by area, district or regional staff in area offices;
- Agencies and entities classified as social, family and community support stated that direct programs and services for children ages 0 to 5 are delivered primarily by a combination of county and area (region or district) staff and less so by county staff only. This approach of service delivery may indicate a preliminary impact of state budget cuts.

#### *Basis of Eligibility to Receive Direct Services*

Appendix C provides information by agency regarding how families with children ages 0 to 5 become eligible to participate in programs and receive services (Statement 7 of the Needs Assessment Survey). A close inspection of Appendix C indicates that other than the four technical colleges that assist students with children ages 0 to 5 with childcare or tuition assistance, the four year and technical/community colleges as a group, do not provide direct services for the population ages 0 to 5 as a part of their mission.

Of the four direct service agencies, i.e., the South Carolina Department of Education (DOE); the South Carolina Head Start Collaboration Office (Head Start Centers); the South Carolina Office of First Steps; and the South Carolina Department of Health and Environmental Control (DHEC), Child Health Programs, children ages 0 to 5 qualify to receive services directed for early education through existing federal poverty guidelines. Collectively, the thirteen agencies providing the majority of services for children ages 0 to 5 comprise 28.9% of all (45) state agencies surveyed (See Appendix C). Each of these agencies reported that federal poverty guidelines and the age of the child provided the basis for the children receiving direct services. In 13.3% of all agencies surveyed, the age of the person determined the eligibility for receiving services. Of particular importance, the Department of Health and Human Services (DHHS) provides block grant funding, and partners with the six social/structural support state agencies: South Carolina Department of Social Services (DSS), South Carolina Department of Mental Health (DMH), South Carolina Department of Disabilities and Special Needs (DDSN), South Carolina Department of Alcohol and Other Drug Abuse Services (DAODAS), South Carolina Department of Health and Environmental Control (DHEC) and the South Carolina Department of Education (DOE). The Department of Health and Human Services (DHHS) also makes Medicaid payments to other partner agencies and in particular, two research universities as part of their responsibility for providing services to children ages 0 to 5: the Medical University of South Carolina and the University of South Carolina. In each of these instances, individuals qualifying to receive services range from ages 0 to either age 19 or 21, depending on the program.

Additionally, other ages or other specified criteria determined who [c]ould be eligible to receive direct services. This occurred among 22.2%, or ten (10) responding agencies. Specific criteria included ages other than the 0 to 5 age group, parents' employment status, disability status, or other agency or program specific criteria.

#### *Primary Group Receiving Agency Direct Services*

Appendix C provides detailed information by state agency regarding the primary group receiving direct services, with a focus on children ages 0 to 5. This table summarizes Statement 9 on the Needs Assessment Survey. The statement requested that state agencies indicate if the services they provide are primarily for children, parents or guardians, or both. Response data provided by state agencies were as expected. Namely, the research universities and technical colleges provided education and training services for adult students seeking two year or four year degrees. Exceptions included Clemson, Francis Marion, Lander University, and three University of South Carolina regional campuses.<sup>12</sup> These three campuses have early learning initiatives benefitting children ages 3 to 5. In particular, Francis Marion University has a Commission for Higher Education funded Center of Excellence which focuses on a regional initiative with nineteen (19) high poverty school districts in the I-95 Corridor. The other state entities who focus solely on early learning to address the achievement gap are the SC Department of Education, Head Start, and the Office of First Steps. Each of these entities focuses on early education and learning specifically for children ages three to five.

The remainder of Appendix D indicates agency direct services received by parents and guardians are limited in scope based on the mission of the agency by state statute. Exceptions pertaining to addressing early learning and the achievement gap were programs at the College of Charleston (focusing on tutoring and early learning for three to four year olds), Lander University, Trident and York Technical Colleges. Both technical colleges provide assistance to parents with children. This includes child care, transportation and tuition assistance. The remaining 14 technical colleges served only adult students, or worked in partnership with the Workforce Investment Area (WIA) programs.<sup>13</sup> This accounts for 31.1% of all agencies surveyed.

#### *Designated State Agency Service Areas*

Appendix E provides information regarding the minimum and maximum number of counties for the area, regional, or district designation for each state agency that completed and returned the Needs Assessment Survey. This Table covers Statements 10 and 11 of the Needs Assessment Survey. These two statements requested each responding agency to provide the county designation for each service area. For agencies completing the Needs Assessment Surveys (in both Fiscal Year periods 2008-09 and 2009-10), any changes in the number of counties served might indicate a need to look closer at the impact of budget cuts on service delivery areas.<sup>14</sup>

State agency service areas for individual counties were most common among the technical institutions in the State Board for Technical and Comprehensive Education System. State agencies providing services from a central office to forty-six counties include the following agencies:

- SC Educational Television
- Public State Universities
- Wil Lou Gray Opportunity School
- SC Department of Health and Human Services

District designations for the administration of programs for children and families were most common for those state agencies with central offices that utilized private sector partners to assist with service provision of children ages 0 to 5. These agencies include, but are not limited to:

- SC Department of Disability and Special Needs
- SC Department of Health and Environmental Control
- SC Department of Mental Health
- SC Commission for the Blind

Staff completing the Needs Assessment Survey form for these agencies indicated that direct services, while beneficial, were somewhat limited in scope from the central or district office. Partners in the private sector or qualified partners based on state law provide specialized services on behalf of the agencies for children and families.

Appendix E shows that five key state agencies provide direct agency programs and services to families and children ages 0 to 5 on a regional basis. These agencies are:

- SC Department of Health and Environmental Control
- SC Department of Social Services
- SC Head Start Collaboration Office
- SC Office of First Steps
- SC Department of Mental Health

Each of these agencies utilizes a combination of regional designations, with program operations providing direct services to children ages 0 to 5. Specific programs related to assisting with the educational development and early learning of children were not explicitly provided by these agencies.<sup>15</sup>

## **Findings from the State Agency Activity Inventory on Expenditures**

In addition to identifying which state agencies provide programs for children ages 0 to 5 and their families, the research staff of the Commission sought to obtain information on agency expenditures for direct programs and services for children ages 0 to 5. The premise of requesting this information was multi-fold:

- (1) Identifying program expenditures for services by type and activity provides insight into agency priorities;
- (2) Identifying the amount of Fiscal Year program expenditures along with the number of persons actually served provides valuable information on where additional funding may be needed;
- (3) Comparing funding expenditures by activity and Fiscal Year can assist the Commission for Minority Affairs in providing recommendations to state officials on future investments in programs and support services for children and families in early education;
- (4) Information dissemination to key officials by the Commission for Minority Affairs on program expenditures can aid in partnerships with other direct service agencies concerned with early education and the closing of the educational achievement gap.

As part of the Student Achievement and Vision Education (SAVE) Proviso, the research staff of the Commission for Minority Affairs requested agency activity expenditure information as follows:

- (1) By agency activity;
- (2) By age group for the program activity or service;
- (3) Total funding for all services (federal, state, and other);
- (4) Duration of funding (one time, single year, or multi year);
- (5) Total persons served through agency funding expenditures by race and ethnicity (White, African American, Native American, Hispanic, Asian, Other Race)

Appendix Tables F through I provide respectively summary information on the estimated total funding and the estimated total population served by race and ethnicity by fiscal year. Tables F and H provide the estimated total funding by state agency for the 2008-2009 and 2009-2010 fiscal years. Tables G and I provide information on the total population served by race and ethnicity for the 2008-2009 and 2009-2010 fiscal years.



### *Summary of Agency Activity Inventory Expenditures*

Appendix F shows that 21 of 45 state agencies (46.7%) expended funds on activities, programs or services for children ages 0 to 5.<sup>16, 17</sup> Total estimated funding for the 2008-2009 Fiscal Year was \$2.24 trillion dollars. This does not include Medicaid dollars. Slightly over half of this estimated funding was for comprehensive direct services within the State Department of Social Services. These included major program services including TANF, Family Assistance, SNAP (Food Stamps) Family Independence, Foster Care and related programs. Special consideration must be given here to note that these programs are for direct services for eligible children ages 0 to 21 and their families.<sup>18</sup> Other funding included various Medicaid reimbursable health services provided for children ages 0 to 5 provided through the Medical University of South Carolina. Other significant funding amounts include total funds for other direct service state agencies. These agencies include:

- SC Department of Education
- SC Department of Health and Environmental Control
- SC State Housing Finance and Development Authority
- SC Department of Mental Health
- SC Department of Disabilities and Special Needs
- SC Department of Alcohol and other Drug Abuse Services

**In each case, actual agency expenditures for activities, programs and services provided to children ages 0 to 5 could not be determined absolutely.** This is due to federal regulations governing the payment of program activities. Of particular importance also is composition of total funding. **Regardless of the direct service provided by the state agency, federal funding comprises at least sixty-five to seventy percent of total funding.** Estimated state appropriated dollars for direct programs and services for children and families ages 0 to 5, as well as for other age groups, comprised a smaller percentage of the estimated total funding. This probably reflects the percentage of state contribution needed to draw down federal funding, particularly in the larger direct service state agencies, and for programs and services for individual families and children in poverty.

Appendix G provides estimates for Fiscal Year 2008-2009 on the total population served through agency funded program activities. Again, it is emphasized that these are conservative estimates, and they reflect estimates for persons ages 0 to 19 or to age 21. **A consistent recurring problem with estimating the number of children served involved asking agency staff to provide information on the actual number of children served ages 0 to 5. With the exception of a few state agencies, most state agencies could not provide this information.** The primary explanation is that program budget or accounting systems only capture information by (broad) pay category, typically ages 0 to 19 (or 21). Appendix G verifies this point. Total estimated persons served by programs strictly for children ages 0 to 5 were small relative to

funded dollars. This could be explained partially by federal program requirements governing effective program outcomes. For this reason, estimates of total persons served should be considered with caution, until age specific numbers can be determined with certainty.<sup>19</sup>

Appendix H provides estimated funding for the 2009-2010 Fiscal Year. Estimated total funding was 2.045 trillion dollars, a decrease of 8.8% from the previous fiscal year. A total of 20 state agencies (44.4% of all agencies surveyed) indicated that they provided funding for direct programs and services for children ages 0 to 5. As indicated in the previous sections for Fiscal Year 2008-2009, with the exception of Medicaid block grant funding, total funding for program and services for children ages 0 to 5 was highest in those state agencies which assist the State Department of Health and Human Services with providing direct services for children ages 0 to 5 and their parents or guardians. These agencies include DSS, Mental Health, DHEC, MUSC, USC and the Department of Education. Federal funds comprise the majority of total funding within these larger state agencies. State appropriations did increase over the previous Fiscal Year for the Department of Health and Human Services. However, estimated state funding for agencies specifically serving young children decreased.

**Appendix I shows an overall decrease in the total population served by race and ethnicity. Estimated total persons served declined by approximately forty percent. Most of this decline however may be due to more agencies not making program information on children served available. A second explanation is the impact of decreased funding given the state of the economy overall. A similar trend can be seen when examining Table G. Namely, it appears based on estimates that regardless of race and ethnicity a smaller number of children ages 0 to 5 are being served through existing state programs. This will require further investigation.**

### **Implications for Investment in Ages 0 to 5 Early Education**

This chapter began by reemphasizing information on families in South Carolina, namely that a higher number of families were probably eligible to receive direct programs and services from direct service state agencies. This chapter provided a summary of key findings from survey work conducted by the research staff of the Commission for Minority Affairs. Two key sets of information were analyzed. First, the state agency Needs Assessment Survey identified how state agencies administered programs and provided direct services for children and families of all ages, but in particular for children ages 0 to 5. Secondly, this chapter sought to quantify the amount of funding spent by state agencies on programs and services, including those designed to close the education achievement gap. Emphasis here was agency expenditures over the 2008-2009 and 2009-2010 Fiscal Years. Conservative estimates were developed for program funding as well as the total population served.

Great care was taken to identify state agency programs and to collect the most accurate data possible. The majority of state agencies providing direct services for children ages 0 to 5 do an excellent job in tracking program funding in the aggregate. **However, specific information on programs and services strictly for children ages 0 to 5 is not accurately captured in most**

**state agency budgets and financial systems. This is a major finding. Instead, aggregate financial data for persons ages 0 to 19 or 0 to 21 are captured.**

In regards to the poverty population, several state agencies work in partnership with each other. These agencies assist the state Department of Health and Human Services through the provision of federally mandated services impacting the well being, health, nutrition, mental health, and social services of all South Carolinians. The research universities also provide assistance and are reimbursed through Medicaid Block grant funding.

**Without accurate agency funding information on the population ages 0 to 5, it is difficult to determine if the proper investments are being made by the state to fund services that benefit children ages 0 to 5 and help to close the achievement gap. This is a major finding and poses a significant problem given the current economic and fiscal climates in the state.** Without sustained investments in early education for children ages 0 to 5, the state will continue to lose ground relative to other states. Not having a clear picture of the amount of funding and the number of services being provided to this population, ages 0 to 5, clearly puts South Carolina at a disadvantage and will not contribute to global competitiveness. It is economically beneficial for the state in the long run to properly invest in early education to help close the achievement gap. Following the End Notes for Chapter 4 is a study entitled, “The Economic Benefits of Pre-School in South Carolina.” This study was funded by the Commission for Minority Affairs and provides key research on the economic benefits of investing in early childhood education in South Carolina.

### **Recommendations**

- Create a legislative study committee to consider the feasibility of creating an entity to oversee all program services for children ages 0-5 and to serve as the fiduciary for all state and federal funds serving children ages 0-5.
- Direct the South Carolina Enterprise Information System (SCEIS) team to assist agencies to update their financial systems to determine how much funding is spent on direct service programs to children ages 0-5.
- Partnering agencies that provide direct services should conduct fiscal mapping to more accurately quantify the level of funding for direct services for children ages 0 to 5 and the number of children served. Findings should be reported to the legislature.
- Where possible, without violating HIPPA regulations, administrative data on direct services related to early education provided to eligible populations by state agencies should be shared to determine if all eligible populations who need services actually receive services. Findings can be reported by staff and agency heads as part of the annual state budgeting process.

## **Chapter 4 End Notes**

<sup>1</sup>During the 2008-2009 Fiscal Year, the Needs Survey was administered to 101 state agencies from September through December 2008. During 2009-2010 Fiscal Year, the Needs Survey was mailed out to forty-five state agencies, and was administered during the months of September through December.

<sup>2</sup>The listing of state agencies was reduced from 101 state agencies in Fiscal Year 2008-2009 to forty five (45) during Fiscal Year 2009-2010. This decision was made because the other fifty-six state agencies, according to statute, did not provide direct services to children ages 0 to 5 related to closing the achievement gap.

<sup>3</sup>State agencies completing the Needs Assessment Survey throughout both survey periods are included by classification below.

<b>General Agency Classification</b>	<b>Total Number of State Agencies<sup>4</sup></b>		<b>Total Needs Assessment Surveys Returned</b>		<b>Total Agency Inventory Spreadsheets Returned</b>	
	<b>FY 2008-09</b>	<b>FY 2009-10</b>	<b>FY 2008-09</b>	<b>FY 2009-10</b>	<b>FY 2008-09</b>	<b>FY 2009-10</b>
<b>A. Direct Educational Agencies Serving Children 0 to 5</b>	8	8	6	8	8	7
<b>B. Educational Support Agencies</b>	4	3	4	3	4	3
<b>C. 4-Year Colleges</b>	10	8	6	6	4	4
<b>D. Technical Colleges<sup>4</sup></b>	16	16	4	4	4	4
<b>E. All Other State Agencies</b>	36	10	20	9	4	9
<b>F. State Agencies Not Required to Return Surveys</b>	27	0	0	0	0	0
<b>Total Agencies</b>	<b>101</b>	<b>45</b>	<b>40</b>	<b>30</b>	<b>24</b>	<b>27</b>

<sup>4</sup>Phone interviews regarding the use of Perkins and other federal funding to assist adult students with children were held with individual campus officials representing the Technical Colleges.

Discussions with staff from the State Office for Technical and Comprehensive Education were also held as needed. The State Tech System during the 2008-2009 Fiscal Year was impacted by state budget cuts resulting in the loss of twenty-two staff persons. This made obtaining feedback difficult regarding how a particular technical college could have the flexibility to utilize funding to assist students who have children, yet want to obtain a technical college degree or receive career training.

<sup>5</sup>The total number of state agencies surveyed did include all sixteen of the state's technical colleges. However, only four of the schools provided information on how funding could be used to assist students with children, either in the form of childcare (or transportation) assistance, or other direct tuition assistance.

<sup>6</sup>The College of Charleston had one tutorial partnership program which was serving children ages 3 to 5 through early elementary school. This program was also discontinued during the 2009-10 Fiscal Year due to a loss in state funding.

<sup>7</sup>Distinction is made here between the direct service educational agencies serving children ages 0 to 5, three educational support state agencies, and six other state agencies responsible for social support and related safety net programs. These are arbitrary classifications made by the Report authors. The classification areas and listing of state agencies are provided below.

<b>Classification of Agencies Serving Children Ages 0 to 5</b>	<b>Listing of State Agencies</b>
Direct Service	SC Department of Education SC Head Start Collaboration Office SC Office of First Steps SC Educational Television
Educational Support	SC Arts Commission SC Department of Mental Health SC Department of Alcohol and Other Drug Abuse Services
Social, Community, and Family Support State Agencies	SC Department of Health and Human Services SC Department of Social Services SC Department of Disabilities and Special Needs SC Department of Health and Environmental Control SC Department of Education – Individuals With Disabilities Education Act (Office of Exceptional Children) SC State Housing Finance and Development Authority

<sup>8</sup>One major area of difficulty experienced by the research staff of the SC Commission for Minority Affairs was the identification of funding specifically for children ages 0 to 5 within each agency. **Each of these agencies receiving funding through Medicaid to provide direct services, presently do not specifically track the amount of funding or number of children served by race and ethnicity for the ages 0 to 5. This is a major finding.**

As shown in each of the Tables in the Appendices, individuals age 0 to 18, or 0 to 21 which meet eligibility criteria can qualify to receive direct services.

<sup>9</sup>Information on specific agency programs was hard to obtain because jointly administered agency programs were in some instances occurring within different divisions in the same agency, as well as in conjunction with public and private sector partners.

<sup>10</sup>Included here but not shown in the Table are two entities: (1) the Medical University of South Carolina, and (2) the Individuals With Disability Education Act (IDEA Part B Program) which is housed within the State Department of Education, Office of Exceptional Children. The IDEA Part C Program (Baby Net) is the program that serves children ages 0 to 3, and is jointly administered through DHEC and, as of January 1, 2010, the Office of First Steps.

<sup>11</sup>Refer back to End Note 7 listed above.

<sup>12</sup>Community Partnerships that help children ages 0 to 5 receive early elementary services were indicated for the 2009-2010 Fiscal Year at three USC regional campuses, but detailed information was not available at the time of this report.

<sup>13</sup>WIA Adult and Dislocated Worker programs enable adults to receive training and assistance in order to obtain jobs as a result of that training. The state's technical colleges receive funding to provide academic training of individuals who qualify based on income and other WIA specific criteria. Attempts were made to identify individuals who may have children ages 0 to 5 and who also qualify for WIA academic and career training at technical colleges. Both the SC Department of Commerce and Technical College staffs stated that this information was unavailable.

<sup>14</sup>Statements 13 and 14 of the Needs Assessment Survey requested specific information regarding the impact of state budget cuts on agency restructuring, potential staff reorganization and service delivery. These findings will be discussed in more detail in the Executive Summary of this Report related to Recommendations on Closing the Achievement Gap.

<sup>15</sup>Many of the larger state agencies currently operate multiple programs which overlap within different divisions of the same state agency or, based on federal and state regulations, are administered by two or more state agencies. This should not, however, be interpreted as a duplication of effort. One example is the IDEA – Individuals with Disabilities Education Act Parts B and C. The Part B program is administered through the Office of Exceptional Children. Part C (Baby Net) is jointly administered by DHEC's Division of Children Services Maternal and Child Health and the State Office of First Steps. Other examples of this collaboration exist within other state agencies. Finally, the utilization of Medicaid block grant funds by the State Department of Health and Human Services to pay for various essential services for children and families is a second example. As many as ten state agencies, the research universities, and many private partners provide reimbursable services for the Department of Health and Human Services.

<sup>16</sup>Estimated funding expenditures are conservative and do not include unreported funding from agencies that did not return the agency activity inventory spreadsheet.

<sup>17</sup>Details may not (will not) add to totals. This is done to avoid double counting, particularly with Medicaid block grant dollars. Medicaid payments or reimbursements are distributed to several direct service state agencies, at least two of the research universities, as well as private providers of services based on federal and state regulations.

<sup>18</sup>Estimated expenditures for children ages 0 to 5 accounted for a small percentage of total funding. It is important here to emphasize that these are estimated amounts.

<sup>19</sup>**Agency personnel responsible for program budgets were as cooperative as possible in providing estimates on persons served ages 0 to 5. However, without specific legislative mandates, or more cooperative work with administrative and financial data systems, accurate estimates on persons served will be impossible to determine.**

## **APPENDICES**



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Appendix A: State Agencies Completing The Needs Survey				Provision of Services To Children Ages 0 to 5		
Agency Code	Name of State Agency	FY 2008- 2009	FY 2009- 2010	None	Ages 0 to 5 Only	Other Specific Age Limit
H03	Commission on Higher Education	Yes	Yes	X		
H06	Higher Education Tuition Grants	Yes	Yes	X		
H12	Clemson University	Yes	Yes	X		
H15	College of Charleston	Yes	Yes		3-5 FY 2009- 10	4-5 FY 2008-09
H17	Coastal Carolina University	Yes	Yes	X		
H18	Francis Marion University	Yes	Yes		X	6wks - 4 FY 2008-09
H21	Lander University	Yes	Yes	X		
H24	SC State University	No	No			
H27	University of South Carolina	Yes	Yes			7 - 18
H47	Winthrop University	No	No			
H59	State Board for Tech and Comprehensive Education	Yes	Yes			17 and Over
H63	Department of Education	Yes	Yes			4-5
H67	SC Educational TV Network					
H6A	Trident Technical College	Yes	Yes		X	0-10 FY 2008- 09
H6B	Northeastern Technical College	No	No		X	
H6C	Florence-Darlington Technical College	Yes	No			14-18 FY 2008- 09
H6D	Greenville Technical College	No				
H6E	Horry-Georgetown Technical College	Yes	Yes	X		
H6F	Midlands Technical College	Yes	Yes	X		
H6G	Orangeburg-Calhoun Technical College	Yes				
H6H	Piedmont Technical College	Yes		X		
H6J	Spartanburg Community College	Yes				
H6K	Central Carolina Technical College	Yes				
H6L	Tri-County Technical College	Yes	Yes	X		

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Appendix A: State Agencies Completing The Needs Survey				Provision of Services To Children Ages 0 to 5		
Agency Code	Name of State Agency	FY 2008- 2009	FY 2009- 2010	None	Ages 0 to 5 Only	Other Specific Age Limit
<b>H6M</b>	<b>York Technical College</b>	Yes		X FY 2008-09		12-27 FY 2008- 09
<b>H6N</b>	<b>Aiken Technical College</b>	Yes	No	X		
<b>H6Q</b>	<b>Denmark Technical College</b>	No	No	X		
<b>H6R</b>	<b>Technical College of the Lowcountry</b>	Yes	Yes	X		
<b>H6S</b>	<b>Williamsburg Technical College</b>	Yes	Yes	X		
<b>H71</b>	<b>Wil Lou Gray Opportunity School</b>	Yes	Yes			16-19
<b>H75</b>	<b>SC School for the Deaf and Blind</b>	Yes	Yes			No Age Limit
<b>H91</b>	<b>SC Arts Commission</b>	Yes	Yes			
<b>J02</b>	<b>Department of Health and Human Services</b>	Yes	Yes			No Age Limit 0- 21
<b>J04</b>	<b>Department of Health and Environmental Control</b>	Yes	Yes			
<b>J12</b>	<b>Department of Mental Health</b>	Yes	Yes			0-18
<b>J16</b>	<b>Department of Disabilities and Special Needs</b>	Yes	Yes			0-21
<b>J20</b>	<b>Alcohol and Other Drug Abuse Services</b>	Yes	Yes			0-17
<b>L04</b>	<b>Department of Social Services</b>	Yes	Yes			No Age Limit
<b>L12</b>	<b>John De La Howe School</b>	Yes	Yes			
<b>L24</b>	<b>Commission for the Blind</b>	Yes	Yes			3-13
<b>L32</b>	<b>State Housing Fin and Dev Auth</b>	Yes	Yes			18-21
<b>P28</b>	<b>Parks, Recreation and Tourism</b>	Yes	Yes			
<b>SCHSCO</b>	<b>SC Head Start Collaboration Office</b>	Yes	Yes			3-4,5
<b>SCOFS</b>	<b>SC Office of First Steps</b>	Yes	Yes			3-5

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<b>Appendix B: Way(s) State Agencies Provide Direct Services</b>		<b>Partners With One or More State Agencies To Provide Services To Children Ages 0 to 5</b>			<b>Partners With Private Sector or Non-Profit Organization To Provide Services To Children Ages 0 to 5</b>		
<b>Agency Code</b>	<b>Name of State Agency</b>	<b>Ages 0 to 5 Only</b>	<b>Other Specific Age Limit</b>	<b>State Agency</b>	<b>Ages 0 to 5 Only</b>	<b>Other Specific Age Limit</b>	<b>Private Sector or Non-Profit Organization</b>
<b>H03</b>	<b>Commission on Higher Education</b>						
<b>H06</b>	<b>Higher Education Tuition Grants</b>						
<b>H12</b>	<b>Clemson University</b>						
<b>H15</b>	<b>College of Charleston</b>		4-5 FY 2008-09			3-5 FY 2009-10	3-5 FY 2009-10
<b>H17</b>	<b>Coastal Carolina University</b>						
<b>H18</b>	<b>Francis Marion University</b>		6wks-4 FY 2008-09				
<b>H21</b>	<b>Lander University</b>						
<b>H24</b>	<b>SC State University</b>						
<b>H27</b>	<b>University of South Carolina</b>		7 - 18			7-18	
<b>H47</b>	<b>Winthrop University</b>						
<b>H59</b>	<b>State Board for Tech and Comprehensive Education</b>						
<b>H63</b>	<b>Department of Education</b>		6-21				
<b>H67</b>	<b>SC Educational TV Network</b>						
<b>H6A</b>	<b>Trident Technical College</b>						
<b>H6B</b>	<b>Northeastern Technical College</b>						
<b>H6C</b>	<b>Florence-Darlington Technical College</b>						
<b>H6D</b>	<b>Greenville Technical College</b>						
<b>H6E</b>	<b>Horry-Georgetown Technical College</b>						
<b>H6F</b>	<b>Midlands Technical College</b>						
<b>H6G</b>	<b>Orangeburg-Calhoun Technical College</b>						
<b>H6H</b>	<b>Piedmont Technical College</b>						
<b>H6J</b>	<b>Spartanburg Community College</b>						

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<b>Appendix B: Way(s) State Agencies Provide Direct Services</b>		<b>Partners With One or More State Agencies To Provide Services To Children Ages 0 to 5</b>			<b>Partners With Private Sector or Non-Profit Organization To Provide Services To Children Ages 0 to 5</b>		
<b>Agency Code</b>	<b>Name of State Agency</b>	<b>Ages 0 to 5 Only</b>	<b>Other Specific Age Limit</b>	<b>State Agency</b>	<b>Ages 0 to 5 Only</b>	<b>Other Specific Age Limit</b>	<b>Private Sector or Non-Profit Organization</b>
<b>H6K</b>	<b>Central Carolina Technical College</b>						
<b>H6L</b>	<b>Tri-County Technical College</b>						
<b>H6M</b>	<b>York Technical College</b>						
<b>H6N</b>	<b>Aiken Technical College</b>						
<b>H6Q</b>	<b>Denmark Technical College</b>						
<b>H6R</b>	<b>Technical College of the Lowcountry</b>						
<b>H6S</b>	<b>Williamsburg Technical College</b>						
<b>H71</b>	<b>Wil Lou Gray Opportunity School</b>						
<b>H75</b>	<b>SC School for the Deaf and Blind</b>						
<b>H91</b>	<b>SC Arts Commission</b>						
<b>J02</b>	<b>Department of Health and Human Services</b>						
<b>J04</b>	<b>Department of Health and Environmental Control</b>						
<b>J12</b>	<b>Department of Mental Health</b>						
<b>J16</b>	<b>Department of Disabilities and Special Needs</b>						
<b>J20</b>	<b>Alcohol and Other Drug Abuse Services</b>						
<b>L04</b>	<b>Department of Social Services</b>						
<b>L12</b>	<b>John De La Howe School</b>						
<b>L24</b>	<b>Commission for the Blind</b>						
<b>L32</b>	<b>State Housing Fin and Dev Auth</b>						
<b>P28</b>	<b>Parks, Recreation and Tourism</b>						
<b>SCHSCO</b>	<b>SC Head Start Collaboration Office</b>						
<b>SCOFS</b>	<b>SC Office of First Steps</b>						

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Agency Code	Appendix C: Basis of Eligibility and Criteria for Receiving Services From State Agencies	None-Not Applicable	Provides Direct Programs And Services To Families Based Upon			
			Parents Income Only	Federal Poverty Guidelines Only	Age Range	Other Criteria
H03	Commission on Higher Education	X	N/A	N/A	N/A	N/A
H06	Higher Education Tuition Grants	X	N/A	N/A	N/A	N/A
H12	Clemson University		N/A	N/A	N/A	N/A
H15	College of Charleston		N/A	N/A	N/A	3-5 FY 2009-10
H17	Coastal Carolina University	X	N/A	N/A	N/A	N/A
H18	Francis Marion University		N/A	FY 2008-09	6wks - 4 yrs	N/A
H21	Lander University	X	N/A	N/A	N/A	N/A
H24	SC State University		N/A	N/A	N/A	N/A
H27	University of South Carolina		N/A	N/A	N/A	N/A
H47	Winthrop University		N/A	N/A	N/A	N/A
H59	State Board for Tech and Comprehensive Education		N/A	N/A	N/A	N/A
H63	Department of Education		N/A	N/A	N/A	N/A
H67	SC Educational TV Network		N/A	N/A	N/A	N/A
H6A	Trident Technical College		FY 2008-09; FY 2009-10	X	0-5	6-12; 6-10
H6B	Northeastern Technical College		N/A	N/A	N/A	N/A
H6C	Florence-Darlington Technical College		N/A	N/A	N/A	Disabled Workers
H6D	Greenville Technical College	X	N/A	N/A	N/A	

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Agency Code	Appendix C: Basis of Eligibility and Criteria for Receiving Services From State Agencies	None-Not Applicable	Provides Direct Programs And Services To Families Based Upon			
			Parents Income Only	Federal Poverty Guidelines Only	Age Range	Other Criteria
H6E	Horry-Georgetown Technical College		X		0-12 FY 2009-10; 0-18 FY 2008-09	Perkins Grant
H6F	Midlands Technical College		FY 2008-09; FY 2009-10	X	N/A	N/A
H6G	Orangeburg-Calhoun Technical College	X		X	N/A	
H6H	Piedmont Technical College	X	N/A	N/A	N/A	N/A
H6J	Spartanburg Community College		N/A	N/A	N/A	N/A
H6K	Central Carolina Technical College	X	X	X		Other Grant Requirements
H6L	Tri-County Technical College	X	N/A	N/A	N/A	N/A
H6M	York Technical College		N/A	N/A	0-5 FY 2008-09	Unemployed-WIA FY 2008-09
H6N	Aiken Technical College	X	N/A	N/A	N/A	N/A
H6Q	Denmark Technical College	X	N/A	N/A	N/A	N/A
H6R	Technical College of the Lowcountry	X	N/A	N/A	N/A	N/A
H6S	Williamsburg Technical College	X	N/A	N/A	N/A	N/A
H71	Wil Lou Gray Opportunity School		N/A	N/A		Ages 16-19
H75	SC School for the Deaf and Blind		N/A	N/A		Hearing Vision Impairment
H91	SC Arts Commission		N/A	N/A	N/A	N/A
H91	SC Department of Education		N/A	N/A	N/A	N/A
J02	Department of Health and Human Services		X	X	0-18	Family Size Resources Under \$30,000
J04	Department of Health and Environmental Control		N/A	N/A	N/A	N/A
J12	Department of Mental Health		N/A	N/A	N/A	Ages 0-18
J16	Department of Disabilities and Special Needs		N/A	N/A	N/A	N/A
J20	Alcohol and Other Drug Abuse Services		N/A	N/A	N/A	N/A
L04	Department of Social Services	X	X	X	X	N/A

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Agency Code	Appendix C: Basis of Eligibility and Criteria for Receiving Services From State Agencies	None-Not Applicable	Provides Direct Programs And Services To Families Based Upon			
			Parents Income Only	Federal Poverty Guidelines Only	Age Range	Other Criteria
L12	John De La Howe School		N/A	N/A	N/A	N/A
L24	Commission for the Blind		N/A	N/A	N/A	N/A
L32	State Housing Fin and Dev Auth		N/A	N/A	N/A	N/A
P28	Parks, Recreation and Tourism		N/A	N/A	N/A	N/A
SCHSCO	SC Head Start Collaboration Office		N/A	N/A	N/A	N/A
SCOFS	SC Office of First Steps		N/A	N/A	N/A	N/A

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<b>Agency Code</b>		<b>Partners With One or More State Agencies To Provide Services</b>	<b>Partners With Private Sector or Non-Profit Organization To Provide Services To Children</b>
		<b>Age Range</b>	<b>Age Range</b>
<b>H03</b>	<b>Commission on Higher Education</b>	N/A	N/A
<b>H06</b>	<b>Higher Education Tuition Grants</b>	N/A	N/A
<b>H12</b>	<b>Clemson University</b>	N/A	N/A
<b>H15</b>	<b>College of Charleston</b>	N/A	N/A
<b>H17</b>	<b>Coastal Carolina University</b>	N/A	N/A
<b>H18</b>	<b>Francis Marion University</b>	N/A	N/A
<b>H21</b>	<b>Lander University</b>	N/A	N/A
<b>H24</b>	<b>SC State University</b>	N/A	N/A
<b>H27</b>	<b>University of South Carolina</b>	7-18	7-18
<b>H47</b>	<b>Winthrop University</b>	N/A	N/A
<b>H59</b>	<b>State Board for Tech and Comprehensive Education</b>	N/A	N/A
<b>H63</b>	<b>Department of Education</b>	N/A	N/A
<b>H67</b>	<b>SC Educational TV Network</b>	N/A	N/A
<b>H6A</b>	<b>Trident Technical College</b>	N/A	N/A
<b>H6B</b>	<b>Northeastern Technical College</b>	N/A	N/A
<b>H6C</b>	<b>Florence-Darlington Technical College</b>	N/A	N/A
<b>H6D</b>	<b>Greenville Technical College</b>	N/A	N/A
<b>H6E</b>	<b>Horry-Georgetown Technical College</b>	N/A	N/A
<b>H6F</b>	<b>Midlands Technical College</b>	N/A	N/A
<b>H6G</b>	<b>Orangeburg-Calhoun Technical College</b>	N/A	N/A
<b>H6H</b>	<b>Piedmont Technical College</b>	N/A	N/A
<b>H6J</b>	<b>Spartanburg Community College</b>	N/A	N/A



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<b>Agency Code</b>	<b>Appendix C: (Continued) Name of State Agency</b>	<b>Partners With One or More State Agencies To Provide Services</b>	<b>Partners With Private Sector or Non-Profit Organization To Provide Services To Children</b>
		<b>Age Range</b>	<b>Age Range</b>
<b>H6K</b>	<b>Central Carolina Technical College</b>	N/A	N/A
<b>H6L</b>	<b>Tri-County Technical College</b>	N/A	N/A
<b>H6M</b>	<b>York Technical College</b>	N/A	N/A
<b>H6N</b>	<b>Aiken Technical College</b>	N/A	N/A
<b>H6Q</b>	<b>Denmark Technical College</b>	N/A	N/A
<b>H6R</b>	<b>Technical College of the Lowcountry</b>	N/A	N/A
<b>H6S</b>	<b>Williamsburg Technical College</b>	N/A	N/A
<b>H71</b>	<b>Wil Lou Gray Opportunity School</b>	N/A	N/A
<b>H75</b>	<b>SC School for the Deaf and Blind</b>	N/A	N/A
<b>H91</b>	<b>SC Arts Commission</b>	N/A	N/A
<b>H91</b>	<b>SC Department of Education</b>	N/A	N/A
<b>J02</b>	<b>Department of Health and Human Services</b>	0-19	0-19
<b>J04</b>	<b>Department of Health and Environmental Control</b>	N/A	N/A
<b>J12</b>	<b>Department of Mental Health</b>	N/A	N/A
<b>J16</b>	<b>Department of Disabilities and Special Needs</b>	0-21	0-21
<b>J20</b>	<b>Alcohol and Other Drug Abuse Services</b>	N/A	0-17
<b>L04</b>	<b>Department of Social Services</b>	0-21	0-21
<b>L12</b>	<b>John De La Howe School</b>	N/A	N/A
<b>L24</b>	<b>Commission for the Blind</b>	N/A	N/A
<b>L32</b>	<b>State Housing Fin and Dev Auth</b>	18-21	N/A
<b>P28</b>	<b>Parks, Recreation and Tourism</b>	N/A	N/A
<b>SCHSCO</b>	<b>SC Head Start Collaboration Office</b>	N/A	N/A
<b>SCOFS</b>	<b>SC Office of First Steps</b>	N/A	N/A

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Completed Needs Survey				Primary Means Direct Programs or Services Are Provided to Children Ages 0 to 5 (Age Group Served)		
Agency Code	Appendix C (Continued): Name of State Agency	FY 2008-2009	FY 2009-2010	None	Ages 0 to 5 Only	Other Specific Age Limit
H03	Commission on Higher Education	Yes	Yes	X		
H06	Higher Education Tuition Grants	Yes	Yes	X		
H12	Clemson University					
H15	College of Charleston	Yes	Yes			3-5 FY 2009-10; 4-5 FY 2008-09
H17	Coastal Carolina University	Yes		X		
H18	Francis Marion University	Yes	Yes	X		
H21	Lander University	Yes	Yes	X		
H24	SC State University	No	No			
H27	University of South Carolina					
H47	Winthrop University					
H59	State Board for Tech and Comprehensive Education					
H63	Department of Education					
H67	SC Educational TV Network					

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Completed Needs Survey				Primary Means Direct Programs or Services Are Provided to Children Ages 0 to 5 (Age Group Served)		
Agency Code	Appendix C (Continued): Name of State Agency	FY 2008-2009	FY 2009-2010	None	Ages 0 to 5 Only	Other Specific Age Limit
H6A	Trident Technical College					
H6B	Northeastern Technical College	No	No	X		
H6C	Florence-Darlington Technical College	Yes	Yes			
H6D	Greenville Technical College	No	No	X		
H6E	Horry-Georgetown Technical College	Yes	Yes			
H6F	Midlands Technical College	Yes	Yes			
H6G	Orangeburg-Calhoun Technical College	Yes	Yes			
H6H	Piedmont Technical College	Yes	No	X		
H6J	Spartanburg Community College					
H6K	Central Carolina Technical College					
H6L	Tri-County Technical College	Yes	Yes	X		
H6M	York Technical College				X	
H6N	Aiken Technical College					
H6Q	Denmark Technical College					
H6R	Technical College of the Lowcountry	Yes	Yes	X		
H6S	Williamsburg Technical College	Yes	Yes	X		
H71	Wil Lou Gray Opportunity School					
H75	SC School for the Deaf and Blind					
H91	SC Arts Commission	Yes	Yes			
J02	Department of Health and Human Services					
J04	Department of Health and Environmental Control					
J12	Department of Mental Health					
J16	Department of Disabilities and Special Needs	Yes				
J20	Alcohol and Other Drug Abuse Services	Yes	Yes			
L04	Department of Social Services					

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Completed Needs Survey				Primary Means Direct Programs or Services Are Provided to Children Ages 0 to 5 (Age Group Served)		
Agency Code	Appendix C (Continued): Name of State Agency	FY 2008-2009	FY 2009-2010	None	Ages 0 to 5 Only	Other Specific Age Limit
L12	John De La Howe School					
L24	Commission for the Blind					
L32	State Housing Fin and Dev Auth	Yes	Yes			
P28	Parks, Recreation and Tourism					
SCHSCO	SC Head Start Collaboration Office					
SCOFS	SC Office of First Steps					

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<b>Appendix D: Means in Which Staff Services Are Provided By State Agencies To Children and Families</b>		<b>Means in Which Staff Provide Direct Services To Children Ages 0 to 5</b>		
<b>Agency Code</b>	<b>Name of State Agency</b>	<b>Staff Working in County Offices Only</b>	<b>Staff Working in Area, Regional or District Offices Only</b>	<b>Staff Working in Both County and Area, Regional or District Offices Only</b>
<b>H03</b>	<b>Commission on Higher Education</b>			
<b>H06</b>	<b>Higher Education Tuition Grants</b>			
<b>H12</b>	<b>Clemson University</b>			
<b>H15</b>	<b>College of Charleston</b>		X	
<b>H17</b>	<b>Coastal Carolina University</b>			
<b>H18</b>	<b>Francis Marion University</b>			
<b>H21</b>	<b>Lander University</b>			
<b>H24</b>	<b>SC State University</b>			
<b>H27</b>	<b>University of South Carolina</b>		X	
<b>H47</b>	<b>Winthrop University</b>			
<b>H59</b>	<b>State Board for Tech and Comprehensive Education</b>			
<b>H63</b>	<b>Department of Education</b>			
<b>H67</b>	<b>SC Educational TV Network</b>			
<b>H6A</b>	<b>Trident Technical College</b>			
<b>H6B</b>	<b>Northeastern Technical College</b>			
<b>H6C</b>	<b>Florence-Darlington Technical College</b>			
<b>H6D</b>	<b>Greenville Technical College</b>			
<b>H6E</b>	<b>Horry-Georgetown Technical College</b>	X		
<b>H6F</b>	<b>Midlands Technical College</b>		X	
<b>H6G</b>	<b>Orangeburg-Calhoun Technical College</b>			
<b>H6H</b>	<b>Piedmont Technical College</b>			
<b>H6J</b>	<b>Spartanburg Community College</b>			
<b>H6K</b>	<b>Central Carolina Technical College</b>			

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<b>Appendix D: Means in Which Staff Services Are Provided By State Agencies To Children and Families</b>		<b>Means in Which Staff Provide Direct Services To Children Ages 0 to 5</b>		
<b>Agency Code</b>	<b>Name of State Agency</b>	<b>Staff Working in County Offices Only</b>	<b>Staff Working in Area, Regional or District Offices Only</b>	<b>Staff Working in Both County and Area, Regional or District Offices Only</b>
<b>H6L</b>	<b>Tri-County Technical College</b>			
<b>H6M</b>	<b>York Technical College</b>			X
<b>H6N</b>	<b>Aiken Technical College</b>			
<b>H6Q</b>	<b>Denmark Technical College</b>			
<b>H6R</b>	<b>Technical College of the Lowcountry</b>			
<b>H6S</b>	<b>Williamsburg Technical College</b>			
<b>H71</b>	<b>Wil Lou Gray Opportunity School</b>			
<b>H75</b>	<b>SC School for the Deaf and Blind</b>		X	
<b>H91</b>	<b>SC Arts Commission</b>		X	
<b>J02</b>	<b>Department of Health and Human Services</b>			X
<b>J04</b>	<b>Department of Health and Environmental Control</b>		X	
<b>J12</b>	<b>Department of Mental Health</b>		X	
<b>J16</b>	<b>Department of Disabilities and Special Needs</b>	X		
<b>J20</b>	<b>Alcohol and Other Drug Abuse Services</b>			X
<b>L04</b>	<b>Department of Social Services</b>			X
<b>L12</b>	<b>John De La Howe School</b>			
<b>L24</b>	<b>Commission for the Blind</b>			
<b>L32</b>	<b>State Housing Fin and Dev Auth</b>		X	
<b>P28</b>	<b>Parks, Recreation and Tourism</b>			
<b>SCHSCO</b>	<b>SC Head Start Collaboration Office</b>			
<b>SCOFS</b>	<b>SC Office of First Steps</b>			

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<b>Appendix D: (Continued) – Means in Which Services Are Provided to Children and Families Utilizing Partner Entities</b>		<b>Partners Which Provide Direct Services To Children Ages 0 to 5</b>			
<b>Agency Code</b>	<b>Name of State Agency</b>	<b>County Staff Who Oversee Partner State Agencies in Same County as Local Service Area Office</b>	<b>Area, District or Regional Staff Who Oversee Partner Agencies in Area, Regional or District Offices</b>	<b>County Staff Who Oversee Partner Private Sector or Non-Profit Organization in the Same County as Local Service Area Office</b>	<b>Area, District or Regional Staff Who Oversee Partner Private Sector or Non-Profit Organization in the Same County as Local Service Area Office</b>
H03	Commission on Higher Education				
H06	Higher Education Tuition Grants				
H12	Clemson University				
H15	College of Charleston	X			
H17	Coastal Carolina University				
H18	Francis Marion University				
H21	Lander University				
H24	SC State University				
H27	University of South Carolina				
H47	Winthrop University				
H59	State Board for Tech and Comprehensive Education				
H63	Department of Education				
H67	SC Educational TV Network				
H6A	Trident Technical College		X		
H6B	Northeastern Technical College				
H6C	Florence-Darlington Technical College		X		
H6D	Greenville Technical College				
H6E	Horry-Georgetown Technical College				

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<b>Appendix D: (Continued) – Means in Which Services Are Provided to Children and Families Utilizing Partner Entities</b>		<b>Partners Which Provide Direct Services To Children Ages 0 to 5</b>			
<b>Agency Code</b>	<b>Name of State Agency</b>	<b>County Staff Who Oversee Partner State Agencies in Same County as Local Service Area Office</b>	<b>Area, District or Regional Staff Who Oversee Partner Agencies in Area, Regional or District Offices</b>	<b>County Staff Who Oversee Partner Private Sector or Non-Profit Organization in the Same County as Local Service Area Office</b>	<b>Area, District or Regional Staff Who Oversee Partner Private Sector or Non-Profit Organization in the Same County as Local Service Area Office</b>
H6F	Midlands Technical College				
H6G	Orangeburg-Calhoun Technical College				
H6H	Piedmont Technical College				
H6J	Spartanburg Community College				
H6K	Central Carolina Technical College	X			
H6L	Tri-County Technical College				
H6M	York Technical College				
H6N	Aiken Technical College				
H6Q	Denmark Technical College				
H6R	Technical College of the Lowcountry				
H6S	Williamsburg Technical College				
H71	Wil Lou Gray Opportunity School				
H75	SC School for the Deaf and Blind				
H91	SC Arts Commission	X			
J02	Department of Health and Human Services				
J04	Department of Health and Environmental Control				
J12	Department of Mental Health				
J16	Department of Disabilities and Special Needs				
J20	Alcohol and Other Drug Abuse Services				



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<b>Appendix D: (Continued) – Means in Which Services Are Provided to Children and Families Utilizing Partner Entities</b>		<b>Partners Which Provide Direct Services To Children Ages 0 to 5</b>			
<b>Agency Code</b>	<b>Name of State Agency</b>	<b>County Staff Who Oversee Partner State Agencies in Same County as Local Service Area Office</b>	<b>Area, District or Regional Staff Who Oversee Partner Agencies in Area, Regional or District Offices</b>	<b>County Staff Who Oversee Partner Private Sector or Non-Profit Organization in the Same County as Local Service Area Office</b>	<b>Area, District or Regional Staff Who Oversee Partner Private Sector or Non-Profit Organization in the Same County as Local Service Area Office</b>
<b>L04</b>	<b>Department of Social Services</b>				
<b>L12</b>	<b>John De La Howe School</b>				
<b>L24</b>	<b>Commission for the Blind</b>				
<b>L32</b>	<b>State Housing Fin and Dev Auth</b>				
<b>P28</b>	<b>Parks, Recreation and Tourism</b>				
<b>SCHSCO</b>	<b>SC Head Start Collaboration Office</b>				
<b>SCOFS</b>	<b>SC Office of First Steps</b>				

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Agency Code	Appendix D (Continued): Primary Group Receiving Direct Services From State Agencies	Primary Group Receiving State Agency Direct Services			
		None-Not Applicable	Children Only	Parent(s) / Guardian(s) Only	Both
H03	Commission on Higher Education	X			
H06	Higher Education Tuition Grants	X			
H06	Higher Education Tuition Grants	X			
H12	Clemson University		X		
H15	College of Charleston				X FY 2008-09; FY 2009-10
H17	Coastal Carolina University	X			
H18	Francis Marion University		X FY 2008-09; FY 2009-10		
H21	Lander University		X FY 2008-09; 09/11		
H24	SC State University	X			
H27	University of South Carolina				X
H47	Winthrop University	X			
H59	State Board for Tech and Comprehensive Education			X	
H63	Department of Education	X			
H67	SC Educational TV Network	X			
H6A	Trident Technical College				X FY 2008-09; FY 2009-10
H6B	Northeastern Technical College			X	
H6C	Florence-Darlington Technical College				X
H6D	Greenville Technical College			X	
H6E	Horry-Georgetown Technical College			X	
H6F	Midlands Technical College			X	
H6G	Orangeburg-Calhoun Technical College			X	
H6H	Piedmont Technical College			X	
H6J	Spartanburg Community College			X	
H6K	Central Carolina Technical College			X	

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Agency Code	Appendix D (Continued): Primary Group Receiving Direct Services From State Agencies	Primary Group Receiving State Agency Direct Services			
		None-Not Applicable	Children Only	Parent(s) / Guardian(s) Only	Both
H6L	Tri-County Technical College			X	
H6M	York Technical College			X FY 2008-09	X FY 2008-09 Visions Program Only
H6N	Aiken Technical College			X	
H6Q	Denmark Technical College			X	
H6R	Technical College of the Lowcountry			X	
H6S	Williamsburg Technical College			X	
H71	Wil Lou Gray Opportunity School		X		
H75	SC School for the Deaf and Blind				X
H91	SC Arts Commission	X			
H91	SC Department of Education	X			
J02	Department of Health and Human Services				X
J04	Department of Health and Environmental Control	X			
J12	Department of Mental Health				X
J16	Department of Disabilities and Special Needs				X
J20	Alcohol and Other Drug Abuse Services			X FY 2008-09; FY 2009-10	
L04	Department of Social Services				X
L12	John De La Howe School	X			
L24	Commission for the Blind	X			
L32	State Housing Fin and Dev Auth	X			
P28	Parks, Recreation and Tourism	X			
SCHSCO	SC Head Start Collaboration Office	X			
SCOFS	SC Office of First Steps	X			

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Agency Code	Appendix E: Service Area Designation By State Agencies	Area		District		Region		Not Applicable
		Minimum Number of Counties	Maximum Number of Counties	Minimum Number of Counties	Maximum Number of Counties	Minimum Number of Counties	Maximum Number of Counties	
H03	Commission on Higher Education							X
H06	Higher Education Tuition Grants							X
H12	Clemson University							X
H15	College of Charleston	1	1					X
H17	Coastal Carolina University							X
H18	Francis Marion University							X
H21	Lander University	1	1					
H24	SC State University							X
H27	University of South Carolina							X
H47	Winthrop University							X
H59	State Board for Tech and Comprehensive Education	46	46	46	46			
H63	Department of Education							X
H67	SC Educational TV Network							X
H6A	Trident Technical College	3	3					
H6B	Northeastern Technical College	3	3					
H6C	Florence-Darlington Technical College	3	3					
H6D	Greenville Technical College	1	1					
H6E	Horry-Georgetown Technical College	2	2					
H6F	Midlands Technical College	3	3					
H6G	Orangeburg-Calhoun Technical College	2	2					
H6H	Piedmont Technical College	6	6					
H6J	Spartanburg Community College	3	3					
H6K	Central Carolina Technical College	4	4					
H6L	Tri-County Technical College	3	3					
H6M	York Technical College	3	3					
H6N	Aiken Technical College	1	1					

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Agency Code	Appendix E: Service Area Designation By State Agencies	Area		District		Region		Not Applicable
		Minimum Number of Counties	Maximum Number of Counties	Minimum Number of Counties	Maximum Number of Counties	Minimum Number of Counties	Maximum Number of Counties	
H6Q	Denmark Technical College	3	3					
H6R	Technical College of the Lowcountry	4	4					
H6S	Williamsburg Technical College	1	1					
H71	Wil Lou Gray Opportunity School							X
H75	SC School for the Deaf and Blind	46	46	46	46			
H91	SC Arts Commission					2	5	
J02	Department of Health and Human Services	46	46					
J04	Department of Health and Environmental Control							X
J12	Department of Mental Health	46	46					
J16	Department of Disabilities and Special Needs	10	13	11	13	11	13	
J20	Alcohol and Other Drug Abuse Services	6	6					
L04	Department of Social Services					9	14	
L12	John De La Howe School							X
L24	Commission for the Blind							X
L32	State Housing Fin and Dev Auth	7	7					
P28	Parks, Recreation and Tourism							X
SCHSCO	SC Head Start Collaboration Office							X
SCOFS	SC Office of First Steps							X

	Appendix F: FY 2008-2009 Estimated Agency Funding Of Activities By Age		FY 2008-2009 Funding From Agency Activity Inventory			
Agency Code	Name of State Agency	Age Group Served	Total Funding	Federal Funding	State Funding	Other Funding
H03	Commission on Higher Education	NA	\$0	\$0	\$0	\$0
H06	Higher Education Tuition Grants	NA	\$0	\$0	\$0	\$0
H12	Clemson University	0 to 5	\$473,166	\$0	\$123,475	\$349,691
H15	College of Charleston	4 to 5	\$10,000	\$0	\$10,000	\$0
H17	Coastal Carolina University	NA	\$0	\$0	\$0	\$0
H18	Francis Marion University	0 to 4	\$100,000	\$0	\$100,000	\$0
H21	Lander University	NA	\$0	\$0	\$0	\$0
H24	SC State University	NA	\$0	\$0	\$0	\$0
H27	University of South Carolina+	0 to 19	\$11,751,439	\$8,198,979	\$0	\$3,552,460
H51	Medical University of South Carolina+	0 to 5	\$10,281,211	\$10,281,211	\$0	\$0
H47	Winthrop University	NA	\$0	\$0	\$0	\$0
H59	State Board for Tech and Comprehensive Education	NA	\$0	\$0	\$0	\$0
H67	SC Educational TV Network	Not Avail.	Not Avail.	Not Avail.	Not Avail.	Not Avail.
H6A	Trident Technical College*	0 to 10	\$155,313	\$155,313	\$0	\$0
H6B	Northeastern Technical College	NA	\$0	\$0	\$0	\$0
H6C	Florence-Darlington Technical College*	19 to 50	\$2,328,000	\$1,164,000	\$1,124,000	\$40,000
H6D	Greenville Technical College	NA	\$0	\$0	\$0	\$0
H6E	Horry-Georgetown Technical College	0 to 5	\$60,450	\$60,450	\$0	\$0
H6F	Midlands Technical College	NA	\$0	\$0	\$0	\$0
H6G	Orangeburg-Calhoun Technical College	NA	\$0	\$0	\$0	\$0
H6H	Piedmont Technical College	NA	\$0	\$0	\$0	\$0
H6J	Spartanburg Community College	NA	\$0	\$0	\$0	\$0
H6K	Central Carolina Technical College	NA	\$0	\$0	\$0	\$0
H6L	Tri-County Technical College	NA	\$0	\$0	\$0	\$0
H6M	York Technical College	12 to 27	\$0	\$0	\$0	\$0
H6N	Aiken Technical College	NA	\$0	\$0	\$0	\$0
H6Q	Denmark Technical College	NA	\$0	\$0	\$0	\$0

	Appendix F: FY 2008-2009 Estimated Agency Funding Of Activities By Age		FY 2008-2009 Funding From Agency Activity Inventory			
<b>H6R</b>	Technical College of the Lowcountry	NA	\$0	\$0	\$0	\$0
<b>H6S</b>	Williamsburg Technical College	NA	\$0	\$0	\$0	\$0
<b>H71</b>	Wil Lou Gray Opportunity School	16 to 19	\$0	\$0	\$0	\$0
<b>H75</b>	SC School for the Deaf and Blind	0 to 21	\$3,373,387.00	\$195,075.00	\$2,305,727.00	\$872,585.00
<b>H91</b>	SC Arts Commission	4 (and Over)	\$91,527	\$7,296	\$68,711	\$15,520
<b>H63</b>	SC Department of Education	3 to 5	\$60,159,071	\$3,527,260	\$4,850,899	\$45,846,912
<b>J02</b>	Department of Health and Human Services+	0 to 19	\$3,581,677,359	\$2,413,645,462	\$500,890,668	\$636,271,264
<b>J04</b>	Department of Health and Environmental Control+	0 to 21	\$376,294,023	\$177,797,793	\$95,505,026	\$102,991,204
<b>J12</b>	Department of Mental Health+	0 to 19	\$266,213,431	\$185,888,689	\$0	\$76,736,701
<b>J16</b>	Department of Disabilities and Special Needs+	2 to 5	\$17,598,000	\$0	\$5,386,000	\$12,212,000
<b>J20</b>	Alcohol and Other Drug Abuse Services+	0 to 19	\$34,656,966	\$24,333,074	\$0	\$9,626,562
<b>L04</b>	Department of Social Services+	0 to 19 (21)	\$1,311,882,197	\$1,068,885,890	\$130,495,009	\$112,501,298
<b>L12</b>	John De La Howe School	12 to 17	\$4,563,845	\$178,809	\$4,385,036	\$0
<b>L24</b>	Commission for the Blind	3 to 13	\$26,000	\$0	\$26,000	\$0
<b>L32</b>	State Housing Finance and Dev Authority++	0 to 17 (18+)	\$21,244,118	\$21,244,118	\$0	\$0
<b>P28</b>	Parks, Recreation and Tourism	5 (1 to 13)	\$70,200	\$0	\$0	\$0
<b>SCHSCO</b>	SC Head Start Collaboration Office(Federal to Local)	3 to 5	\$88,259,832	\$88,259,832	\$0	\$0
<b>SCOFS</b>	SC Office of First Steps	0 to 5 (3, 4, 5)	\$30,387,888	\$2,614,477	\$10,611,630	\$11,227,781
	+ - Represents state agencies that are reimbursed with Medicaid Funding from SCDHHS to provide services for the agency specific age groups. Specific agency estimates for only ages 0 to 5 not readily available in some cases.	Estimated FY 2008-09 Total Funding	\$2,239,980,064	\$1,592,792,266	\$254,991,513	\$375,972,714

	Appendix G: Estimate of Persons Served: FY 2008-2009		Total Persons Served By Major Demographic Group For The Activity						
Agency Code	Name of State Agency	Age Group Served	Total	White	Black or African-American	Native American	Hispanic	Asian	Other Race
H03	Commission on Higher Education	NA	0	0	0	0	0	0	0
H06	Higher Education Tuition Grants	NA	0	0	0	0	0	0	0
H12	Clemson University	0 to 5	Not Avail.	Not Avail.	Not Avail.	Not Avail.	Not Avail.	Not Avail.	Not Avail.
H15	College of Charleston	4 to 5	35	0	35	0	0	0	0
H17	Coastal Carolina University	NA	0	0	0	0	0	0	0
H18	Francis Marion University	0 to 5	69	47	14	0	2	1	5
H21	Lander University	NA	0	0	0	0	0	0	0
H24	SC State University	NA	Not Avail.	Not Avail.	Not Avail.	Not Avail.	Not Avail.	Not Avail.	Not Avail.
H27	University of South Carolina+	0 to 19	2,126	774	808	4	11	4	525
H47	Winthrop University	NA	0	0	0	0	0	0	0
H51	Medical University of South Carolina+	0 to 5	37,243	8,444	18,124	Not Avail.	9,570	219	886
H59	State Board for Tech and Comprehensive Education	NA	0	0	0	0	0	0	0
H63	Department of Education	NA	0	0	0	0	0	0	0
H67	SC Educational TV Network	NA	0	0	0	0	0	0	0
H6A	Trident Technical College	0 to 10	40	27	13	0	0	0	0
H6B	Northeastern Technical College	NA	0	0	0	0	0	0	0
H6C	Florence-Darlington Technical College*	19 to 47	284	123	154	0	6	0	0
H6D	Greenville Technical College	NA	0	0	0	0	0	0	0
H6E	Horry-Georgetown Technical College	NA	50	12	33	0	0	1	4
H6F	Midlands Technical College	NA	0	0	0	0	0	0	0
H6G	Orangeburg-Calhoun Technical College	NA	0	0	0	0	0	0	0
H6H	Piedmont Technical College	NA	0	0	0	0	0	0	0



	Appendix G: Estimate of Persons Served: FY 2008-2009		Total Persons Served By Major Demographic Group For The Activity						
Agency Code	Name of State Agency	Age Group Served	Total	White	Black or African-American	Native American	Hispanic	Asian	Other Race
H6J	Spartanburg Community College	NA	0	0	0	0	0	0	0
H6K	Central Carolina Technical College	NA	0	0	0	0	0	0	0
H6L	Tri-County Technical College	NA	0	0	0	0	0	0	0
H6M	York Technical College	NA	Not Avail.	Not Avail.	Not Avail.	Not Avail.	Not Avail.	Not Avail.	Not Avail.
H6N	Aiken Technical College	NA	0	0	0	0	0	0	0
H6Q	Denmark Technical College	NA	0	0	0	0	0	0	0
H6R	Technical College of the Lowcountry	NA	0	0	0	0	0	0	0
H6S	Williamsburg Technical College	NA	0	0	0	0	0	0	0
H71	Wil Lou Gray Opportunity School	16 to 19	1,602	534	1,032	0	36	0	0
H75	SC School for the Deaf and Blind	0 to 21	0	Not Avail.	Not Avail.	Not Avail.	Not Avail.	Not Avail.	Not Avail.
H91	SC Arts Commission	0 to 4	25,359	13,770	10,397	8	786	279	119
H63	SC Department of Education (Includes CDEPP)	3 to 5	0	Not Avail.	Not Avail.	Not Avail.	Not Avail.	Not Avail.	Not Avail.
J02	Department of Health and Human Services+	0 to 19 (21)	2,616,815	1,070,801	1,241,303	5,482	65,261	10,737	223,231
J04	Department of Health and Environmental Control+	0 to 21	35,411	15,830	14,590	78	4,035	472	406
J12	Department of Mental Health+	0 to 5	1,975	975	799	8	4	6	183
J16	Department of Disabilities and Special Needs+	2 to 5	5,086	2,627	2,050	7	293	23	86
J20	Alcohol and Other Drug Abuse Services+	0 to 19	9,289	4,850	3,927	25	73	11	403
L04	Department of Social Services+	0 to 19 (21)	794,534	322,922	451,329	1,932	6,789	2,592	8,970
L12	John De La Howe School	12 to 17	0	Not Avail.	Not Avail.	Not Avail.	Not Avail.	Not Avail.	Not Avail.
L24	Commission for the Blind	3 to 13	13	8	4	0	1	0	0
L36	State Housing Fin and Development Authority++	0 to 17 (18+)	11,518	1,606	9,722	26	132	4	28

	Appendix G: Estimate of Persons Served: FY 2008-2009		Total Persons Served By Major Demographic Group For The Activity						
Agency Code	Name of State Agency	Age Group Served	Total	White	Black or African-American	Native American	Hispanic	Asian	Other Race
P28	Parks, Recreation and Tourism	5 (1 to 13)	443,392	0	0	0	0	0	443,392
SCHSCO	SC Head Start Collaboration Office *** (Federal to Local Funds)	3 to 5***	12,248	1,324	10,063	172	711	19	826
SCOFS	SC Office of First Steps (Portion of Funding from SCDOE) ***CDEPP children in child care centers – Demographic data not provided)	4*** (to 5)	309	Not Avail.	Not Avail.	Not Avail.	Not Avail.	Not Avail.	Not Avail.
	+ - Represents state agencies that are reimbursed with Medicaid Funding from SCDHHS to provide services for the agency specific age groups. Specific agency estimates for only ages 0 to 5 not readily available in some cases.	Estimate of Persons Served	1,380,583	373,873	523,094	2,260	22,449	3,631	455,833

Appendix H: FY 2009-2010 Estimated Agency Funding Of Activities By Age		FY 2009-2010 Funding From Agency Activity Inventory			
Name of State Agency	Age Group Served	Total Funding	Federal Funding	State Funding	Other Funding
Commission on Higher Education	NA	\$0	\$0	\$0	\$0
Higher Education Tuition Grants	NA	\$0	\$0	\$0	\$0
Clemson University	NA	\$0	\$0	\$0	\$0
College of Charleston (State Budget Cuts Eliminated Tutoring Program)	3 to 5	\$0	\$0	\$0	\$0
Coastal Carolina University	NA	\$0	\$0	\$0	\$0
Francis Marion University	0 to 5	\$585,000	\$0	\$585,000	\$0
Lander University	NA	\$0	\$0	\$0	\$0
SC State University	NA	Not Avail.	Not Avail.	Not Avail.	Not Avail.
University of South Carolina (Includes \$4,580,321 for Regional Campuses)	0 to 5 (6 to 19)	\$18,183,371	\$10,306,031	\$0	\$7,436,165
Winthrop University	NA	\$0	\$0	\$0	\$0
Medical University of South Carolina+	0 to 5	\$11,068,609	\$11,068,609	\$0	\$0
State Board for Tech and Comprehensive Education	NA	\$0	\$0	\$0	\$0
Department of Education	3 to 5	\$39,454,036	\$3,527,260	\$20,247,235	\$16,785,963
SC Educational TV Network	NA	Not Avail.	Not Avail.	Not Avail.	Not Avail.
Trident Technical College	0 to 5	\$30,000	\$30,000	\$0	\$0
Northeastern Technical College	NA	\$0	\$0	\$0	\$0
Florence-Darlington Technical College*	19 to 47	\$1,164,000	\$1,124,000	\$40,000	\$0
Greenville Technical College	NA	\$0	\$0	\$0	\$0
Horry-Georgetown Technical College	0 to 12	\$48,834	\$48,834	\$0	\$0
Midlands Technical College	NA	\$0	\$0	\$0	\$0
Orangeburg-Calhoun Technical College	NA	\$0	\$0	\$0	\$0
Piedmont Technical College	NA	\$0	\$0	\$0	\$0
Spartanburg Community College	NA	\$0	\$0	\$0	\$0
Central Carolina Technical College	NA	\$66,000	\$0	\$0	\$66,000
Tri-County Technical College	NA	\$0	\$0	\$0	\$0
York Technical College	NA	\$0	\$0	\$0	\$0

Appendix H: FY 2009-2010 Estimated Agency Funding Of Activities By Age		FY 2009-2010 Funding From Agency Activity Inventory			
Name of State Agency	Age Group Served	Total Funding	Federal Funding	State Funding	Other Funding
Aiken Technical College	NA	\$0	\$0	\$0	\$0
Denmark Technical College	NA	\$0	\$0	\$0	\$0
Technical College of the Lowcountry	NA	\$0	\$0	\$0	\$0
Williamsburg Technical College	NA	\$0	\$0	\$0	\$0
Wil Lou Gray Opportunity School	16 to 19	\$5,889,438	\$240,000	\$3,872,822	\$1,273,568
SC School for the Deaf and Blind	0 to 21	\$2,634,921	\$831,210	\$1,315,599	\$488,162
SC Arts Commission	0 to 4	\$73,968	\$16,758	\$51,005	\$6,205
SC Department of Education (Includes SC First Steps)	3 to 5	\$39,456,036	\$3,428,738	\$20,247,235	\$16,785,963
Department of Health and Human Services+	0 to 19 (21)	\$5,616,924,596	\$3,837,060,720	\$950,041,078	\$773,689,143
Department of Health and Environmental Control+	0 to 21	\$380,026,383	\$179,380,952	\$75,303,090	\$122,851,312
Department of Mental Health+	0 to 19	\$301,998,955	\$6,546,009	\$139,920,855	\$155,532,091
Department of Disabilities and Special Needs+	2 to 5	\$21,808,000	\$100,000	\$7,122,000	\$14,586,000
Alcohol and Other Drug Abuse Services+*	0 to 19	\$231,533	\$154,089	\$61,999	\$15,444
Department of Social Services+	0 to 19 (21)	\$1,498,222,946	\$1,257,757,267	\$111,476,992	\$128,988,687
John De La Howe School	12 to 17	\$4,563,845	\$178,809	\$4,385,036	\$0
Commission for the Blind	3 to 13	\$26,000	\$0	\$26,000	\$0
State Housing Fin and Dev Auth (Updated Funding Unavailable)+	0 to 17 (18+)	\$21,244,118	\$21,244,118	\$0	\$0
Parks, Recreation and Tourism	3 to 13	\$46,800	\$0	\$0	\$46,800
SC Head Start Collaboration Office(Federal to Local)	3 to 5	\$88,259,832	\$0	\$0	\$88,259,832
SC Office of First Steps (Only Portion of Funding from SCDOE)	0 to 5 (3, 4, 5)	\$2,026,046	Not Avail.	Not Avail.	Not Avail.
+ - Represents state agencies that are reimbursed with Medicaid Funding from SCDHHS to provide services for the agency specific age groups. Specific agency estimates for only ages 0 to 5 not readily available in some cases.	Estimated FY 2009-10 Total Funding	\$2,437,108,671	\$1,496,567,684	\$384,654,868	\$553,707,192

	Appendix I: Estimate of Persons Served: FY 2009-2010		Total Persons Served By Major Demographic Group For The Activity						
Agency Code	Name of State Agency	Age Group Served	Total	White	Black or African-American	Native American	Hispanic	Asian	Other Race
H03	Commission on Higher Education	NA	0	0	0	0	0	0	0
H06	Higher Education Tuition Grants	NA	0	0	0	0	0	0	0
H12	Clemson University	0 to 5	111	3	100	0	2	3	3
H15	College of Charleston	3 to 5	35	0	35	0	0	0	0
H17	Coastal Carolina University	NA	0	0	0	0	0	0	0
H18	Francis Marion University	0 to 5	64	44	14	0	1	1	4
H21	Lander University	NA	0	0	0	0	0	0	0
H24	SC State University	NA	Not Avail.	Not Avail.	Not Avail.	Not Avail.	Not Avail.	Not Avail.	Not Avail.
H27	University of South Carolina (Regional Campus Demographic Data Not Available)+	0 to 5 (6 to 19)	648	693	2	19	2	432	525
H47	Winthrop University	NA	0	0	0	0	0	0	0
H51	Medical University of South Carolina+	0 to 5	31,580	7,923	16,785	Not Avail.	5,835	186	886
H59	State Board for Tech and Comprehensive Education	NA	0	0	0	0	0	0	0
H67	SC Educational TV Network	NA	0	0	0	0	0	0	0
H6A	Trident Technical College	0 to 10	Not Avail.	Not Avail.	Not Avail.	Not Avail.	Not Avail.	Not Avail.	Not Avail.
H6B	Northeastern Technical College	NA	0	0	0	0	0	0	0
H6C	Florence-Darlington Technical College*	19 to 47	284	123	154	0	6	0	0
H6D	Greenville Technical College	NA	0	0	0	0	0	0	0
H6E	Horry-Georgetown Technical College	0 to 12	13	8	1	0	0	0	4
H6F	Midlands Technical College	NA	0	0	0	0	0	0	0
H6G	Orangeburg-Calhoun Technical College	NA	0	0	0	0	0	0	0
H6H	Piedmont Technical College	NA	0	0	0	0	0	0	0
H6J	Spartanburg Community College	NA	0	0	0	0	0	0	0
H6K	Central Carolina Technical College	NA	13	4	9	0	0	0	0
H6L	Tri-County Technical College	NA	0	0	0	0	0	0	0
H6M	York Technical College	NA	Not Avail.	Not Avail.	Not Avail.	Not Avail.	Not Avail.	Not Avail.	Not Avail.

	Appendix I: Estimate of Persons Served: FY 2009-2010		Total Persons Served By Major Demographic Group For The Activity						
Agency Code	Name of State Agency	Age Group Served	Total	White	Black or African-American	Native American	Hispanic	Asian	Other Race
H6N	Aiken Technical College	NA	0	0	0	0	0	0	0
H6Q	Denmark Technical College	NA	0	0	0	0	0	0	0
H6R	Technical College of the Lowcountry	NA	0	0	0	0	0	0	0
H6S	Williamsburg Technical College	NA	0	0	0	0	0	0	0
H71	Wil Lou Gray Opportunity School	16 to 19	1,602	534	1,032	0	36	0	0
H75	SC School for the Deaf and Blind	0 to 21	0	Not Avail.	Not Avail.	Not Avail.	Not Avail.	Not Avail.	Not Avail.
H91	SC Arts Commission	0 to 4	14,824	8,122	6,140	340	74	148	0
H63	SC Department of Education (Includes CDEPP)	3 to 5	0	Not Avail.	Not Avail.	Not Avail.	Not Avail.	Not Avail.	Not Avail.
J02	Department of Health and Human Services+	0 to 19 (21)	2,630,896	1,123,301	1,198,410	5,907	126,401	10,588	166,289
J04	Department of Health and Environmental Control+	0 to 21	35,411	15,830	14,590	78	4,035	472	406
J12	Department of Mental Health+	0 to 19	Not Avail.	720	505	Not Avail.	Not Avail.	Not Avail.	Not Avail.
J16	Department of Disabilities and Special Needs+	2 to 5	5,564	2,918	2,229	6	300	25	86
J20	Alcohol and Other Drug Abuse Services+	0 to 19	314	172	108	1	14	3	16
L04	Department of Social Services+	0 to 5 (6 to 19 or 21)	175,702	67,583	96,939	693	2,146	568	7,773
L12	John De La Howe School	12 to 17	0	Not Avail.	Not Avail.	Not Avail.	Not Avail.	Not Avail.	Not Avail.
L24	Commission for the Blind	3 to 13	13	8	4	0	1	0	0
L36	State Housing Fin and Development Authority++ (Updated Totals Unavailable)	0 to 17 (18+)	11,518	1,606	9,722	26	132	4	28
P28	Parks, Recreation and Tourism	5 (1 to 13)	550,000	Not Avail.	Not Avail.	Not Avail.	Not Avail.	Not Avail.	Not Avail.
SCHSCO	SC Head Start Collaboration Office	3 to 5 (0 to 5)	12,595	1,307	9,932	17	702	18	815
SCOFS	SC Office of First Steps (Portion of Funding from SCDOE For CDEPP – Demographic Data Not provided)	3 to 5 (0 to 5)	459	Not Avail.	Not Avail.	Not Avail.	Not Avail.	Not Avail.	Not Avail.
	+ - Represents state agencies that are reimbursed with Medicaid Funding from SCDHHS to provide services for the agency	Estimate of Persons Served	840,750	107,598	158,301	1,180	13,286	1,860	10,546

	<b>Appendix I: Estimate of Persons Served: FY 2009-2010</b>		<b>Total Persons Served By Major Demographic Group For The Activity</b>						
<b>Agency Code</b>	<b>Name of State Agency</b>	<b>Age Group Served</b>	<b>Total</b>	<b>White</b>	<b>Black or African- American</b>	<b>Native American</b>	<b>Hispanic</b>	<b>Asian</b>	<b>Other Race</b>
	specific age groups. Specific agency estimates for only ages 0 to 5 not readily available in some cases.								